A Reference Manual for South Carolina Public Library Trustees

2015 – Revised Edition
April 2015

Dear Library Trustee,

Serving on the Board for your public library is an excellent opportunity to serve your community and carries great responsibility. Public libraries support the educational development of citizens from young children just beginning to learn the magic of books, to adults seeking to increase their work-related skills, to senior citizens pursuing lifelong learning.

With access to electronic books, databases, and the Internet readily available, libraries continue to find a balance among new information sources and traditional services in order to meet the needs of their community. Public libraries also strive to serve the variety of cultures, interests, and ethnic groups represented within their communities.

The purpose of this document is to give new and “not-so-new” public library Trustees in South Carolina a guide reviewing the responsibilities and powers of the office they hold. Library Trustees are now, and will continue to be, provided exciting possibilities and opportunities for improvement. How they respond will determine the future of library services to the people of South Carolina.

The South Carolina State Library works closely with South Carolina’s public libraries to support, supplement, and improve services to their communities. Library Trustees are an integral and essential part of the structure of public libraries. We hope this guidebook to the powers and duties of your role will be of assistance during your tenure in this important position.

Please contact us if we can be of service.

Sincerely,

Leesa M. Benggio
Acting Agency Director
South Carolina State Library
TABLE OF CONTENTS

Chapter 1: The Role and Duties of the Library Trustee
Chapter 2: Library Systems and Library Boards in South Carolina
Chapter 3: The Trustee’s Job Description
Chapter 4: The Trustees’ Code of Ethics
Chapter 5: Board Meetings
Chapter 6: Library Board Officers
Chapter 7: Library Funding, Finance and Budget
Chapter 8: Planning for the Library’s Future
Chapter 9: Policy Making
Chapter 10: Trustee Liability
Chapter 11: Intellectual Freedom and the Library Board
Chapter 12: The Library Director
Chapter 13: The Board/Staff Relationship
Chapter 14: Legislation Affecting South Carolina Public Libraries
Chapter 15: Library Agencies and Associations
Chapter 16: Glossary of Library Terms
Chapter 17: Library Documents and Other Legislation
Chapter 1 - Role and Duties of the Library Trustee

It is an honor to be placed on the Board of a South Carolina public library. Trustees (or Board Members) set the direction for a very important countywide public service. Library Boards govern the expenditure of thousands of public dollars and are responsible for many more dollars of library assets. When citizens agree to serve as Trustees, they accept the responsibility to expend time and effort to learn what the job entails, and to do the job effectively. Community leaders believe that Library Trustees have the skills to govern the Library and they entrust the Board with this responsibility.

It is a privilege to sit on a Library Board that makes decisions affecting the lives of people who use the Library now, and those who will benefit from good library service far into the future. However, being a Library Board member is not all honor and privilege. Sometimes Trustees must perform with little thanks and few rewards, other than the great satisfaction of seeing the Library become all it can be. Acting as a good Trustee is an acquired skill that must be learned, practiced and regularly refreshed.

Two major challenges:

- **Governing the Library**: Trustees advocate for the Library in the community, plan and monitor library finances, set policies, provide strategic planning and evaluate the progress of the Library.
- **Acting as a team member**: All Trustees must build and maintain their skills in teamwork and good trusteeship, so that they can accomplish their first task—governing the Library. Trustees and the Library Director together form the board team.

The intent of this manual is to help South Carolina Library Trustees with both these tasks.

As Trustees gain experience on the board, they will continue to learn facts, statistics, history, procedures and a thousand other things. But first things first:

- In order to make a contribution to library service in the community, Trustees must attend scheduled Library Board meetings. Legally (SC Code Unannotated 4-9-35c), meetings must be held at least quarterly; however, the majority of boards meet monthly or bimonthly. Be prepared. Read the agenda sent in advance, and give thought to the items included. Review notes from previous meetings. Be ready to listen, contribute, take notes, make decisions and follow up.
• Trustees should make an effort to get to know the other people who serve on the Board -- not just their names, but who they are. What are their interests and concerns? What motivates them to serve on the Library Board? Team-building begins by knowing your teammates.

• Trustees should get to know the Library Director. There must be a high level of trust between those who govern the Library and the person who manages the Library.

• Good Library Trustees recognize that this job deserves their very best effort. Although serving in a volunteer capacity, the governance of the library demands time and effort to do the best job.

• Ongoing Board development activities should be part of the plan for every Board and every Board member. Continue to learn by attending state and national library conferences, by taking part in Board development and training workshops, and by reading pertinent literature about library services and governance of libraries.

• The best way to become knowledgeable about library issues is to know the people and resources who can give you quick answers to tough questions. The director and other Trustees are the best sources for learning about the functions of the Library. The community that the Library serves is the best source of information to learn how well the Library is meeting the community’s needs.

Being a board member is a privilege... an honor... hard work... rewarding... fun... and a serious responsibility.
Although Trustees continue to learn about the Library and current issues for as long as they are on the Board, some basic information is needed at the beginning of each Trustee’s first term. Here are a few questions that should be answered in the orientation for new Trustees:

1. What is the written mission statement of the Library?
2. What are the long-range goals of the Library?
3. When was the Library organized?
4. What is the Library’s service area and how many people does it serve?
5. What is the annual budget for the Library? for the county?
6. What are the total assets of the Library?
7. Who owns the facilities throughout the Library system?
8. What equipment does the library own or lease?
9. From what sources does the money come to finance the library system? Local property tax -- State Aid -- Grants-in-aid
10. Who appoints the Library Board and what are the terms of office?
11. Who are the current officers of the Board?
12. How are the Board officers elected?
13. Are Trustees reimbursed for expenses and, if so, how?
14. How long has the present Library Director held the position?
15. What training does the Director have for managing the Library?
16. What process is used to evaluate the Director?
17. How many staff are employed by the Library and what do they do?
18. What current local, state or national issues might affect the Library?
19. What major problems does the Library currently face?
A new board member can become familiar with the functions of the library by asking to see copies of the following documents:

1. A list of current Trustees with their addresses, telephone numbers, fax numbers, and e-mail addresses

2. The ordinance establishing the County Library

3. The Library Board by-laws

4. The Library's written Mission Statement

5. The Library's long-range plan

6. Job descriptions for Trustees and officers

7. Board policies

8. Annual calendar of Board and Library activities

9. The current library budget and the time frame for developing and approving the budget

10. Library financial reports for the past year

11. Job description for the Library Director

12. Library organizational chart

13. Library annual reports for the last five years

14. Minutes of the Library Board meetings for the past year

15. Major contracts the Library has with other public or private agencies

16. Board committees, committee job descriptions, and current committee members

17. Library brochures and pamphlets

18. Any documents that report the history of the Library

19. The current *Annual Statistical Summary* published by the South
Carolina State Library that provides individual county library and comparative library data
Chapter 2 - Library Systems and Library Boards in South Carolina

After the passage of Home Rule in South Carolina in 1976, an Act mandating public library service and specifying provisions of county library ordinances was passed by the State Legislature in 1978. By the end of 1980, county library ordinances had been passed in all forty-six counties. The Statewide Library Act and the resulting county library ordinances have given South Carolina public library systems a strong legal foundation and a certain uniformity of operation and support. It is important for Trustees to be familiar with the ordinance establishing their county library system.

All of South Carolina's forty-six counties maintain county libraries; seven of these (Aiken, Bamberg, Barnwell, Edgefield, Allendale, Hampton and Jasper Counties) are organized into two multi-county regional library systems (the “ABBE” regional system and the “AHJ” regional system) through written agreements between the participating counties.

County and regional library systems in South Carolina have governing Boards that are legally responsible for the control and management of the Library. These Boards have between seven and eleven members, appointed to four-year terms by the county's governing body. Each Board must elect a chairperson, a vice-chairperson, a secretary, and a treasurer. Boards must meet at least four times each year. Library Boards have broad administrative and policy-making duties that are specified in South Carolina law and by county ordinance. (See the Appendix for the Statewide Library Act (SC Code Annotated 4-9-35 through 4-9-39) and a sample model county library ordinance.)

Governing boards have the power and authority to make decisions about library services rather than just simply making recommendations. Listed below is a list of the powers and duties, granted through the Act, of county Library Boards:

- Employ a chief Librarian [i.e., a Library Director] whose qualifications and credentials shall meet the certification requirements of the State Library Board
- Purchase, lease, hold and dispose of real and personal property
- Acquire books and other library materials
- Accept donations of real property, services, books and other items
suitable for use in the county library system

- Cooperate with or enter into contracts or agreements with any public or private agency which will result in improved services or the receipt of financial aid in carrying out the functions of the library system, subject to the approval of county council

- Enter into contracts or agreements with other counties to operate regional or joint libraries and related facilities, subject to the approval of county council

- Receive and expend grants

- Take any actions deemed necessary and proper by the Board to establish, equip, operate and maintain an effective library system within the limits of the approved appropriations of county council

- Determine the roles, regulations, and policies governing library services

Members of county or regional Library Boards in South Carolina are all volunteers serving without remuneration of any kind.
Chapter 3 - The Trustee’s Job Description

The Library Board is responsible for the Library and all that happens in it.

That may be a strong statement, but it is both a legal and a practical way of looking at the job you accepted as a Library Board member.

Even though the Board delegates the actual day-to-day operation of the library to professional, paid staff, the Board never gives up ultimate bottom-line responsibility for the success or failure of the library. To manage that responsibility, the Board has five major tasks:

1. Advocate for the Library in the community and advocate for the community as a member of the Library Board;
2. Plan for the future of the Library;
3. Monitor and evaluate the overall effectiveness of the Library;
4. Set library policies;
5. Hire and evaluate the Library Director.

Advocacy

To be an advocate for the Library is simply to work for the betterment of libraries--or more importantly, for the betterment of library services for citizens. The results can be spectacular, and the rewards great. As a Trustee, you are in a unique position to be a library advocate and to place your Library in high regard by members of your local community. Because you serve as a volunteer leader of the Library, you qualify as a good advocate for the organization. The motivation of a volunteer Trustee is entirely service to the community. Trustees are also community leaders and influential in the community, both prime qualities for an advocate.

Advocacy is a primary role of a library Trustee because you have statutory responsibility for your library’s governance and a moral responsibility to improve and support its services. In cementing the relationship between the local community and its library, you are in a unique position to promote and advance the cause of libraries. Your board is privy to the knowledge of how
your library works and what it has to offer. You can truly represent the library when working with citizens, the media and local community groups.

One of the main responsibilities of the Library Board is to obtain adequate financing for the Library. Reaching out into your local community to provide the financial support the Library needs has always been a hallmark of library trusteeship. This is the kind of advocacy with which Trustees are most familiar. Trustees also have a role in other types of advocacy, such as in the legislative process or in working with the media.

As a Trustee, you must have a deep personal commitment to your library and the services it provides. You must have a sense of what your community wants your library to be in the future, not just what it is today, and you must be willing to work to help move it forward to that point. You must work with the county council to understand and advocate for the Library’s role. The Trustee who has that deep personal commitment to the library is well on the way to being a good advocate.

As a Trustee, you will come to appreciate the concept of libraries as an integral part of our society. Indeed, our entire educational process depends, to a great extent, on the quality of information services. Libraries are not only part of our present society, they are a part of our national history which has helped move society forward. They are the hope for an informed future. They serve the societal good. When you advocate better public library services, you advocate bettering the quality of life for American citizens today and in the future.

As an advocate for libraries, you must be willing to go out into your community on behalf of the Library. All communities served by public libraries consist not only of library users to whom the Trustee must respond, but also of citizens who pay taxes to support the Library but do not use it. You must recognize the entire community and be prepared to work with groups as well as individuals. This means not just waiting for an invitation, but aggressively pursuing opportunities to meet with and speak before community groups such as the League of Women Voters, Kiwanis and Rotary clubs and other civic organizations, school parent-teacher groups, and political party organizations. Everyone must be made aware of the important role the Library plays in your community.

As an advocate, you are expected to know enough about your Library to be able to respond to queries and to articulate what the Library has to offer. This requires attendance and participation in regular Board activities. You must have a clear idea of how your Library fits into the overall community picture and how you can obtain the resources required to provide needed
Advocates appreciate the different roles and responsibilities of librarians and Trustees and do everything possible to work together meaningfully to develop and promote a comprehensive library program. The lines are clear-cut within the operations of the Library, but less so when Trustees and library staff go out into the community. For example, at a county council meeting it is appropriate for you as a Trustee to present and support the Library's programs and budget, and for the Library Director to be there to answer technical questions regarding services. The Trustee needs to understand this critical difference in roles.

A successful advocate can bring new users and new revenues into the Library, and can build awareness of library services. Legislators have been known to come to their Public Library with a new perspective after speaking to a Trustee advocate. Remember, the reason you were appointed to the library board was because you were seen as being able to help improve the Library's services. The people to whom you speak become so enthusiastic that they will write a bequest to the Library in their wills, ask their corporation officer to consider a corporate donation to the Library, or speak to state or federal legislators on behalf of the Library.

Your advocacy for the Library will take several different forms, including establishing a relationship with the county council; communicating to taxpayers the needs and plans of the Library; and carrying out public relations activities for the Library.

Your advocacy efforts will generally be part of a planned Board effort. The Board must speak with one voice. You, as an individual Board member, can speak about the Board's official position on issues. You can also promote the interests of the Library at any time.

Finally, as a Trustee advocate, you will be a defender of intellectual freedom, an individual's right to information. That includes, but is not limited to, firm support of the American Library Association's Freedom To Read Statement and the Library Bill of Rights. (Both documents are included in the Appendix.)

Capable professional staff bring certain skills to the Library, particularly in the area of quality materials selection. Once the Board has established a policy within which the staff is to function, and appropriate library materials are purchased which respond to community needs, the Trustee as advocate must recognize an inviolable responsibility to permit citizens access to those materials. One of the most frequent questions asked of library Trustees...
(usually in open forum) is whether a particular book or other item should be in the Library's collection. The response must be unequivocal in defense of the community's intellectual freedom. You must explain that the role of the Library is to make available balanced representation (when available) of all sides of a given issue. (See Chapter 11 for more information on intellectual freedom.)

**The Board needs to make time for the important task of planning for the future of the Library. Planning is not a frill, but one of the most important trusts that the community gives to the Library Board.**

**Planning**

Planning, in an age when dramatic change in libraries comes almost faster than we can comprehend, seems like an exercise in futility. But the very fact that change is so rapid is even more reason that every Library must have a plan to cope with rapid change and the effects it can have on the Library.

Failure to plan is planning to fail. Trustees must be visionaries for the Library. While they should plan as far ahead as possible, with the rate of change, three-year plans are becoming common.

All planning for the Library is a team effort of the board, director and staff. The Board is generally recognized as the responsible party for planning and the Library Director is responsible for developing strategies to accomplish the goals set by the Board.

The plan is like a mark in the sand placed as a reference point to determine if the Library is moving ahead, standing still or falling behind. Always be aware of the mission and goals of the Library so that you can accurately measure the progress. The decisions you make as part of the Board team will determine progress or lack of progress. See Chapter 8 for a complete discussion of the planning process.
Monitoring and Evaluating Library Performance (including Finances)

Of course, you can’t watch every detail and every activity that takes place in the library, because that would be a full-time job. Trustees monitor and evaluate “bottom-line” results.

For example, you cannot and should not be in the Library every day monitoring the kind of service provided by library staff. But the Board can survey the community to find out the overall satisfaction of those who use the Library. That’s bottom-line evidence of the work staff is doing.

Library Budget and Reports: You will monitor and evaluate many things as a member of the Library Board, including the Library’s finances.

Finance is one of the most difficult items you will have to monitor and evaluate, but it doesn’t have to be an overwhelming task. Begin your monitoring with careful attention to the library budget. The budget is the Board’s financial plan for the Library; your attention to the budget is crucial. The budget will be prepared by the Library Director and staff, and will be presented to the Board for approval. When the budget is presented, Trustees must ask whatever questions necessary to gain a reasonable understanding of this financial plan—basically, where the money is coming from and where it will be spent.

Monthly financial reports provided to the Board by the Library Director are used to monitor how well the Director and staff are following the financial plan the Board approved when they voted on the budget. If you don’t understand the reports, ask the Director for an explanation. Remember, you don’t have to know everything about the finances, just enough to feel comfortable that the money is coming in and going out according to your budget plan.

Financial reports will cover both the revenue side and the expense side of the budget. On the expense side, you should understand what was budgeted, what has been expended to this point, the variance between the spending plan and what is actually being spent, and the reasons for the variances. The same is true for the revenue side. How much money did you anticipate at this point? What has actually come in? What’s the variance? Why is there a variance?

Audits: Each county in South Carolina must be audited annually. As part of the county’s audit, the Library may be asked to provide financial records that will be included in the overall audit of County finances. Some South Carolina libraries have a separate audit prepared simply as a safeguard of the
Library’s finances. However, an individual county library audit is not required unless a library has received federal funds in excess of $100,000. A copy of the audit must be submitted to the South Carolina State Library each year.

To learn about library finance, new Trustees should insist on a good orientation about library finance from the Library Director and/or the County Administrator. Ask questions about finance and how best to monitor financial status. If the budget is not clear to you, ask questions. If the financial report is not clear to you, ask questions. If the audit report is not clear to you, ask questions!

**Setting Library Policies**

The Library Board must establish broad but clear policies about what the library will do and how it will be done. Policy is a carefully designed, broadly stated, written guideline for actions and decisions of the library. Library policy, broadly speaking, is a governing principle formally adopted by the Board.

Policy discussions begin with the Library’s Mission Statement, and policies are created that outline parameters of how the Library will operate to accomplish its mission. Then the Board observes, interprets, evaluates and supports those policies. The Board also modifies existing policies and creates new policies as needed to keep the library running well.

The Board’s role in developing library policies is explained further in Chapter 9.

**Hiring and Evaluating the Library Director**

One of the major responsibilities of the Library Board is hiring a Library Director. Standard hiring procedures and methods to evaluate the director are outlined in Chapter 12.
Chapter 4 - The Trustee's Code of Ethics

As a Board member of a public library, you are a public servant. The public expects that your conduct will always be above question and for the public good, not for your own interest or another special interest.

Most professional employees and appointees are covered by a code of ethics or standards of practice. The following list is a suggested code of ethical conduct your Board could adopt.

As a member of the Library Board, I WILL:

1. Listen carefully to other Trustees;
2. Respect the opinion of other Trustees;
3. Support the decisions of the Board;
4. Recognize that all authority is vested in the Board when it meets in legal session and not with individual Trustees;
5. Be well-informed of developments that are relevant to issues that may come before Board;
6. Attend board meetings regularly, or otherwise resign so that an active member can appointed;
7. Participate actively in Board meetings and actions;
8. Call to the attention of the Board any issues that may have an effect on the Library;
9. Attempt to interpret the needs of the community to the Library and interpret the action of Library to the community;
10. Represent the whole service area of the county even though individual Board members may be appointed from particular council districts;
11. Represent the interests of all people served by the Library and not favor special interests;
12. Refer complaints about the Library to the Library Director;
13. Recognize that the Board member’s job is to ensure that the Library is well-managed, not manage the Library;
14. Vote to hire the best possible person to manage the Library;
15. Ensure that the Library is well maintained, financially secure, growing steadily and always in the best interests of the community;
16. Work to learn more about the job of Trustee and how to do the job better;
17. Observe publicity and communication policies of the Board and of the Library, and refer information requests to the Library Director;
18. Declare any personal conflicts of interest and avoid voting on issues that appear to be conflicts of interest.

Additionally, as a member of the Library Board I will **NOT**:

1. Be critical, in or outside of the Board meeting, of fellow Trustees or their opinions;
2. Publicly criticize policies adopted by the Board;
3. Use any part of the library for my personal advantage or the personal advantage of my friends or relatives;
4. Discuss the confidential proceedings of the Board outside the Board meeting;
5. Promise prior to a meeting how I will vote on any issue in the meeting;
6. Interfere with the duties of the Library Director or undermine the director’s authority;
7. Hold Board meetings without the Library Director;
8. Accept complaints from the public or the library staff on library matters; I will keep in mind that these complaints are the Director's responsibility. Continued dissatisfaction and problems on the Library staff should be taken up at a Board meeting ONLY if policy revision is necessary.

**Self-Evaluation for the Library Board**

Successful board teams pay attention to the process of how they operate. Just as they evaluate the progress of their Library, they must also assess the operation of the board team and determine how they can do the job better.

It’s up to the Library Board to hold itself accountable for good performance. To do that correctly, your Board should take time every year to evaluate board performance formally. The purpose of the evaluation is not to find fault with Trustees or the full Board, but to examine strengths and weaknesses. The formal self evaluation should be followed with a plan to improve Board performance.
Here is an exercise in self-evaluation the Board may conduct:

**Does our Board prepare to do its job by... (answer yes or no to each question)**

... conducting a thorough orientation for all new Trustees?

... integrating new members into the team as quickly as possible?

... participating in continuing education?

... providing regular board development activities for all Trustees?

... performing an annual self-evaluation of board operations?

... providing all Trustees with copies of the mission statement, bylaws, ordinance, long-range plan, library laws, and all other important documents of the library?

... touring all library facilities at least once a year?

**Does our Board ensure good, productive meetings by...**

... limiting most meetings to two hours or less?

... providing a comfortable meeting room conducive to business?

... convening and adjourning on time?

... having the Board chairperson lead the meetings?

... sticking to the prepared agenda?

... ensuring the board has enough information to make decisions on agenda items?

... working for consensus rather than fighting for a majority?

... discussing issues cordially, avoiding personal attack?

... following a businesslike system of parliamentary rules?

... including the director as a resource for all deliberations?
… confining all discussion to policy issues and avoiding management issues?

… allowing/encouraging all Trustees to participate in discussion and not letting one or two persons dominate?

**Do individual Trustees...**

… attend at least 90% of all board meetings and committee meetings to which they’re assigned?

… come to meetings prepared to discuss agenda issues?

… come to meetings on time?

… feel free to express even dissenting viewpoints?

… leave meetings with a feeling of accomplishment?

… see themselves as part of a team effort?

… act as advocates for the Library?

… know their responsibility as Trustees of the Library?

… attempt to exercise authority only during official meetings of the Board?

… represent the broad interest of the library and all constituents, not special interests?

… understand that the most efficient way to govern is to delegate management to the Library Director?

**Does our Board plan for the future of the library by...**

… annually reviewing and approving the mission statement?

… annually reviewing yearly objectives/work plan?

… annually reviewing progress toward the long-range plan and modifying the long-range plan?

… having board committees that work and produce results?

… operating from opportunity to opportunity rather than crisis to crisis?
Reinforcements and solutions:
In which of the major categories above does our Board show real strengths?
In which of the major categories above does our Board need improvement?

The very term “trustee” indicates what the community expects from you. The community puts its trust in you to make sure the Library is operating the way it should. It is your job to keep an eye on the progress of the Library.
Chapter 5 - Library Board Meetings

The Library Board's work is done in board meetings and committee meetings. What takes place in board meetings can make the difference between an effective and an ineffective Board.

Open Meeting Law

Any meeting of a public library board in South Carolina is subject to the Open Meeting Law. Public libraries, like other tax-supported agencies, must operate in the best interest of the public. The Open Meeting Law, requiring that all meetings be held in public with adequate notice, is designed to protect the public from secret dealings by public agency boards. (SC Code Unannotated 30-4-10 through 30-4-165)

Public notice of the date, time and place of regular meetings, or rescheduled or reconvened meetings, must be posted at least 24 hours before the meeting. Very simply, this statute is protection against abuse of public power.

Even an informal meeting of library Trustees, such as a dinner or party, could be subject to the Open Meeting Law if there is a majority (i.e., one over half of the appointed Trustees) at the gathering, and library business is discussed.

It is sometimes difficult for Trustees to conduct a meeting and speak candidly with the public or media representatives watching and listening. Trustees often feel they must be overly responsive to those listening, and the result can be deliberation that seems aimed more at the audience than at the rest of the Board team—speeches rather than deliberations. Some Trustees may be so intimidated by an audience that they don’t speak at all and all sides of the issues are not considered.

However, attempting to circumvent the Open Meeting Law is dangerous and unnecessary. The Board can function well in the open and within the law.

The Open Meetings Law will be easier to live with if you consider the following:

- Keep in mind that a board member is chosen to represent a large number of people. The people who show up at a board meeting usually represent a very small percentage of your constituents and should not have an
undue influence on a board member's actions.

- Have a clear policy about regulating the activity of people who attend your board meetings. If there is a public forum section of the agenda, it should be short with strict rules for those who speak to the Board. Board policy should state that the Board will listen, but will not respond during the meeting to those who speak during the open forum. This is a time for listening, not uncontrolled debate. If there is need for response from the Board, it should come at a later time when the Board has had time to deliberate the issue, to seek more information, or to take recommendations from the director.

- Understand that your board meeting is a meeting conducted in public, not a public meeting. In other words, the public, and possibly media representatives, are there to watch the Board work, not to participate in the Board meeting.

*It is important to note the distinctions between Open Meeting Laws and Confidentiality of Library Records laws. Always keep in mind when discussing the Library that patron Confidentiality must be observed where applicable. (See SC Code Unannotated 60-4-10 through 60-4-30)*

**Responsibilities of Trustees**

You can expect the Board Chairperson to run the meetings and keep the Board moving toward good decisions. However, it is each board member's responsibility to:

1. Attend all meetings.
2. Prepare well for meetings.
3. Take part in all discussions.
4. Cooperate with fellow Trustees to make meetings work.
5. Understand the basics of parliamentary procedure, as well as any state laws that apply to the meetings, and then adhere to those procedures.
6. Learn traditional meeting practices of the Board and follow them.
7. Practice the art of compromise with other members of the team.
8. Practice the art of listening and merging your comments with those of the other Trustees.
10. Focus all deliberations on the ultimate mission of the library and the best interests of those you serve.
11. Publicly support the decisions made by the Board.
Before a Board Meeting

An agenda packet should be assembled by the Board Chair and the Library Director and sent to Trustees several days before the meeting. Carefully read the agenda and all agenda-related materials. If Trustees have questions, they should call the Library Director for answers prior to the meeting. Study the agenda so that you know the purpose of the meeting and what tasks must be accomplished or what issues must be resolved.

Even though the Board Chair and the Director prepare the agenda, the agenda is the board's plan and all Trustees have a right to place issues on the agenda by bringing those issues to the attention of the director or the board chair. However, anything you want on the agenda should be requested well in advance of the board meeting. Placing items on the agenda at the last minute is not appropriate because the rest of the board has not had time to consider the issue and will not be ready to discuss it in an informed manner.

Trustees should study the agenda so that they will understand what is expected of them at the meeting and prepare to meet those expectations. Some agenda items will require a vote. Some will require discussion and input from all Trustees even though no vote is taken. If each board member prepares well ahead of the meeting, board meetings will be shorter and almost always more productive.

To make good decisions about some issues, Trustees will want to seek input from some of their constituents in the community. Trustees should not assume they know how constituents feel about an important issue. Remember Trustees are the connection between the community and the library, and are appointed to govern the library for the community. Trustees really need to solicit community views regularly.

Even though a Trustee does research on issues and prepares before the meeting to discuss those issues, it is unethical to decide how to vote on any issue before the board meeting or to promise constituents to vote either for or against an issue before the meeting. An individual board member's decisions should be made only after deliberation in the meeting with other members of the board team when all sides of the issue have been explored.

Carefully schedule your own calendar so that you can attend board meetings. When the team is short one or more Trustees, there is danger that all perspectives on the issues will not be explored and there is greater possibility that poor decisions will be made. The board’s effectiveness and productivity will suffer if all members do not participate.
If too many Trustees are late or absent, a quorum may not be present and the Board cannot conduct business. Unless otherwise defined in the bylaws, a quorum is the majority of Trustees—one over half of the appointed number of Trustees—that must be present to conduct official business of the library. Any vote by a Board that does not have a quorum present can be legally invalid.

**Parliamentary Rules**

Board meetings should be conducted according to established parliamentary rules, such as Robert’s Rules of Order, or some other parliamentary procedure guide agreed on by all Trustees. This set of rules is intended to establish a businesslike and courteous tone, to allow for ample discussion of the issues, to protect the right of all Trustees to be heard on the issues, and not to allow the discussion to get out of control. Trustees should have a basic understanding of parliamentary rules so that they can move quickly and efficiently through an agenda. When a disagreement among Trustees occurs about the way to proceed, consult the parliamentary guide specified in the board bylaws.

*Caution:* Parliamentary rules are not intended to impede the meeting process, but simply to ensure that the rights of all Trustees are protected and meetings move towards action. Using parliamentary rules for the purpose of impeding the meeting process is unethical and detrimental to the team atmosphere.

**The Agenda**

Your board meeting should run according to the agenda prepared by the Library Director and the Board Chair. The purpose of the agenda is to set a clear direction for the meeting. The Board Chair will ask the Board to formally vote to approve the agenda plan at the beginning of the meeting. When the Board approves a written meeting agenda, Trustees agree to discuss those issues on the approved agenda in the order listed.

Socializing with other Trustees is important to building the team atmosphere, but socializing needs to be done before and after the meeting, and kept to a minimum during the meeting. The meeting should have a friendly, businesslike tone always focused on the agenda item at hand.

**Meeting Minutes**

The minutes of the meeting, when approved by a formal vote or by
consensus of the Board, are the official legal record of what happened at the board meeting. The minutes are also an important communication between the Board and constituents. New Trustees should examine the minutes of board meetings for at least the past year to determine what issues the Board faced and how these issues were handled.

Any board member has a right to ask the Board to correct errors in the minutes before the Board accepts the minutes as a record of the previous meeting. Detailed views about an issue or the board member's reason for voting a certain way should not be recorded in the minutes. Copies of the minutes of the current meeting should be mailed to each board member before the next board meeting. A copy should also be sent to the State Library and, for the sake of transparency, a copy could be posted on the Library website.

**Reports**

During the meeting, Trustees will likely hear reports from committees, the Library Director, sometimes the staff, and probably from committees. The reports will provide the background and information the Board needs to deal with the issues on the agenda.

Often, reports will conclude with a recommendation for board action. Those reports should be sent out in the agenda packet so that Trustees have an opportunity to read them in advance and are prepared to take action at the board meeting. Those presenting reports during the meeting will simply highlight information, clarify items and answer questions.

**Motions**

A motion is a formal request or proposal for the Board to take action. Motions usually come from either committee reports or Director’s recommendations, but Trustees may make motions at any time in accordance with the parliamentary guidelines.

To make a motion, the member addresses the chairperson and says, “I move that...” and states the action. Most motions require that another board member support the request for action by seconding the motion.

After the motion is seconded, it is restated by the chairperson. The Board then begins discussion of the motion. Some motions, such as the motion to adjourn, do not require discussion. By requiring a motion on an issue prior to discussion, the Board focuses discussion on agenda items only and stays on track.
After a motion is made and seconded, there should be plenty of time to discuss freely all the pros and cons of any issue. At the same time, the chairperson and all Trustees must work to keep the discussion moving towards a decision—that’s the reason the issue is on the agenda.

Once the motion has been discussed thoroughly, the chairperson will call for the Trustees to vote on the motion. A vote may be taken by a roll-call, by a show of hands, or by saying "aye" or "nay". Votes (number for, number against) will be recorded in the minutes; the Board may decide if the names of those who cast a vote either for or against, should also be recorded in the minutes.

It is appropriate for a board member to abstain on a motion only when there is a conflict of interest on the issue before the Board. Trustees are appointed to express an opinion on the issues; abstaining expresses no opinion.

Once the vote is taken, the chairperson will declare that the motion passes or fails. Upon completion of an item on the agenda, the chairperson moves on to the next agenda item.

**The Decision-Making Process**

Good decisions are made through a logical, common-sense process that includes pertinent information, expert advice, experience, vision and exchange of ideas among board members.

The following process works well for general discussion leading to a decision by a Library Board:

1. **Define the issue clearly.** The best way to define the issue is to place a motion on the table so everyone can focus on it. The Chairperson should make sure that all Trustees understand the intent or meaning of the motion.

2. **Look at the information.** Good decisions are based on good information. Prime sources of valuable information and insight come from the experience of the Board and reports from the Library Director, staff and various committees. Outside experts are also a valuable resource.

Trustees are not appointed for their expertise and experience in running a library, but rather their ability to ask the right questions, draw upon their experience and leadership skills, and make good, informed decisions for the good of the library and community.
3. **Consider the alternatives.** Approach every issue with an open mind, believing that there is more than one side to every issue. What seems obvious at first glance may prove to have serious consequences. Play the “devil’s advocate”: ask the tough questions and encourage other members of the team to voice opinions even though they may not agree with the majority.

Even a strong recommendation from the Library Director or a board committee should not be accepted without a hard look at the possible alternatives. The Director and committees should be expected to deliver a list of alternatives they have considered in arriving at their final recommendation.

4. **Seek assistance.** The Director should give a recommendation on all issues brought before the board. Never be afraid to seek assistance from outside the Board, including attorneys and any other persons outside the board who can help you in making decisions. However, Trustees have the ultimate responsibility and liability for decisions.

5. **Assess the issue in light of the library’s mission and long-range goals.** Every decision the Board makes should be in line with the mission of the Library and its long-range plan. Every decision made should be for the greatest good of those who use the library.

6. **Project the consequences.** This is where the board member’s vision comes in. A board decision cannot be made in isolation from all other things going on in the library. A board members must consider how this decision will affect people, programs and plans. How will the community be affected by the decision? Are there possible legal problems with this decision? Will a decision to spend money in one area mean that less money will be available for other areas?

A decision today could well have consequences for years to come. For example, a decision to build a new library would be very short-sighted if it did not take into consideration the cost of upkeep and maintenance for the life of the building.

7. **Reach a decision.** This is where the board members put it all together and voice individual decisions on the issue. It is necessary to set aside personal bias and emotions and cast the vote for what is thought to be the best decision for the library.

However, **you do not vote if you have a conflict of interest.** This occurs when
a conflict exists between a board member's obligation to the public or constituency and his/her own personal interest. It is recommended that the board have a policy defining conflict of interest and stating whether a board member may participate in discussion of an issue when that member has a conflict of interest.

Trustees may not always agree with each other on an issue. They are obligated to make their best individual decision, but must accept the decision of the majority of the board team no matter how they voted as individuals.

Many of the decisions a board team makes will be done by consensus. Consensus simply means that all Trustees will live with and support a decision on an issue, even though it may not be each board member’s first choice. To reach consensus, an issue is discussed until agreement among all Trustees is reached. This is a more time-consuming and difficult method of decision making, but it has advantages over the majority vote. Building consensus avoids splits among Trustees and forces a Board to discuss an issue more thoroughly.

Compromise is at the heart of arriving at consensus on any issue. Although the final decision may not be the one an individual board member would make, it should be a decision that the member can live with, knowing that none of the Trustees has won or lost, but all have compromised.

**Committees**

The many complex issues with which your Board works cannot always be handled efficiently by the full Board. Some issues may be assigned to board committees for study with the understanding the committees will make recommendations to the full Board. Committee work is a good place for Trustees to offer any special expertise they may have, but service on committees is not limited to the experts. Committee service is one way to learn more about the Library.

Whatever the name or type of committee, the purpose for creating it is to extend the capabilities of the Board. Committees are extensions of the Board and always responsible to the full Board. Committees have no power or authority beyond what is granted to them by the full Board. The only action committees can traditionally take is to study an issue assigned by the full Board and make recommendations to the full Board about the assigned issues.

Occasionally, committee members may be selected from people outside the
Board so that additional expertise can be utilized by the Board. Involving non-Trustees also builds ownership among other members of the public and opens an avenue of communication between the library and the community.

**Committee meetings, as well as meetings of the full Board, may be subject to the Open Meeting Law.** That is, if voting or other official action is to be taken by the committee and one more than half of the committee members are present at the meeting, the committee must abide by the law and post an announcement of the meeting in advance.

If your committee system is well defined and the committees are being held accountable, the Board should receive regular reports from each committee. The committee reports should explain what the committee has been doing for the Board and make recommendations for board action.

Trustees not on a committee should feel free to ask questions and get clarification from committee members, but avoid repeating work the committee has done. Meetings of the full Board should not be used as a time to conduct committee meetings. The purpose of the committee is to save time for the board. If the full Board repeats the committee discussions after the committee reports to the Board, the Board has not saved time but rather doubled the time spent on the issue.

The Board may have “standing” or permanent committees that are described in the bylaws of the library and function year round. As certain important issues arise, the Board may also appoint temporary or “ad hoc” committees to study those issues and bring back items for discussion or a vote to the Board.

At certain times, the Board may meet as a “committee of the whole”. This is done to allow time for in-depth discussion of one subject. The issue is then presented as a committee report at the regular board meeting where formal action is taken.

Your Board should also have an Executive Committee consisting of the board officers and the Library Director. The Executive Committee often has limited powers to act for the full Board in emergencies, but must have all actions ratified by the Board at the next regular meeting.

All committee meetings should be approached with the same seriousness as the regular board meetings. Prepare for the meetings, attend the meetings and take part in the discussions. If there is an assignment from the committee, complete it in a timely manner.
When appointed to a committee, it is the board member's responsibility to learn the mission of the committee, when and where the committee meets, and the names of other members. Examine the history of the committee and the minutes of their meetings for at least the past year.

Each committee member must help the committee stay focused on its responsibility and accountability to the full Board. Although committee meetings are usually not as formal as a full board meeting, they should have a chairperson, a distinct structure, agenda and goals. When the committee completes its mission, there should be a clear result of the committee effort that can be reported to the full Board.

Although many committee recommendations will be accepted by the Board, the Board must not feel an obligation to accept all committee recommendations. A committee recommendation is not a "sacred cow" to be blindly accepted by the Board. Committees are given the charge to study and recommend, not to make the board decision.

Bylaws

Bylaws are rules written and adopted by an organization for operating its own meetings or affairs. Since the library ordinance is the law which covers the governance of the library, the bylaws must be consistent with the ordinance and not more restrictive. Rules typically found in the bylaws include:

- Dates, times and frequency of meetings;
- Establishment of a quorum;
- Order of business for regular meetings;
- Procedure on special or called meetings of the board;
- Standing committees and their membership;
- Purpose and appointment of standing and special committees;
- Meeting at which officers are elected;
- Whether officers can be re-elected and, if so, how many times;
- The responsibilities of each office;
- Parliamentary guide used by the library board;
- Amendments to the bylaws (and procedure for amending).

The Library Board should establish procedures for amending and changing the bylaws. It is recommended that bylaws be reviewed annually, but revisions can be considered at any point where circumstances indicate a need to be addressed. A committee should be established to study and present recommendations on changes to the full Board for vote. Bylaws may be changed by a vote of the Board as often as necessary.
Chapter 6 - Library Board Officers

The function of library board officers is to keep the group organized, help with discipline, encourage forward movement and facilitate good decisions by the group.

Boards grow from different traditions and have different ideas about the type and number of officers they need. A particular Board may have all or only some of the officers described in these guidelines. The job responsibilities of board officers may vary as well.

Board officers, particularly the Board Chairperson, must be well respected by the rest of the Board, must be willing to give the extra time necessary to carry out the extra duties of the office and must have strong leadership skills. It is helpful if officers have some experience as board members already.

Most board leaders are referred to as either the “chairperson” or the “president” of the board. In South Carolina, “chair” or “chairperson” is the more commonly used term. The Board Chair has equal power to that of any other board member unless the full Board has granted additional power to the Chair. For example, the Board may delegate specific powers such as speaking to the public or signing contracts on behalf of the board, to the Board Chair.

The Board Chairperson does not speak for the Board unless the full Board has formally or informally delegated that privilege to the Chair.

The Board Chairperson plays several roles:

- **Planner:** The Chair works with the Library Director to plan the meeting agenda and the manner in which the meeting will be conducted. The Chair keeps an overall view of the Board year and ensures that the Board is completing duties mandated by board policy or law.
• **Presider/Facilitator:** The Chair must ensure adherence to the agenda and completion of items on the agenda. The Chair must also ensure fair participation for all Trustees and fair exposure to all sides of an issue. The Chair must keep the meetings moving forward in a professional and timely manner and, finally, move the Board to action on the issues.

• **Delegator:** The Chair traditionally has the power to appoint Trustees and others to committees with board consent. To do this well, the Chair must have a clear understanding of each board member’s skills, strengths and interests so that appropriate assignments can be made.

  It is also the Chair's responsibility as a delegator to make sure that committee assignments are clear, and to hold the committees accountable to do the job assigned. The Chair is often an ex-officio member of every committee.

• **Liaison:** The Chairperson must be able to communicate board needs and concerns to the Library Director, and the Library Director's needs and concerns to the Board. In addition, the Chair offers personal support and counsel to the Director, and serves as a sounding board for the Director.

• **Team Builder:** The Board must always function as a team and it is the duty of the Chairperson to promote teamwork among Trustees. It may be necessary for the Chair to mediate and counsel fellow Trustees if the Board fails to function as a team on occasion.

The **Vice-Chairperson** of the Board traditionally serves as the backup for the Board Chairperson. However, the Vice-Chair is usually assigned additional specific duties such as chairing a committee, taking charge of board development activities or preparing for special board events.

The Vice-Chairperson must work to stay current on library business and board operation so that the Vice-Chair could assume the Chairperson's duties if the Chair cannot carry them out. The Vice-Chairperson is often considered the logical successor to the Chairperson when the current Chair vacates the position, and is after referred to as the Chair-elect.

The **Secretary** of the Board traditionally takes meeting notes and creates or assists with communications alongside the Chair. However, as a Trustee the Secretary also needs to be able to participate in deliberations, and it is difficult for the Secretary to do that task well while taking the minutes. It is more usual in current times for the Board Secretary to review the minutes
for accuracy. Taking the minutes can be done by library clerical staff at the direction of the Library Director. Correspondence, etc. may be the responsibility of the Secretary, library staff or other Board member as decided by the Board and the Library Director.

The **Treasurer** of the Board is responsible for presenting the financial report to the full Board and moving for its acceptance. In a number of library systems in South Carolina, the treasurer may co-sign checks and in some instances, serves as Chair of the Board’s finance committee.

Methods for electing board officers vary widely, but whatever system your Board uses, it must be a serious effort to place the best leaders of the Board into the position of leading the Board. It cannot be a popularity contest, a struggle between factions for a power position, or just “whoever will say yes.” Choose officers who are well suited for the position and have the skills to be an officer.
Chapter 7 - Library Funding, Finance and Budget

Under State Law and the County Library Ordinance, the county Library Board establishes policy and is generally responsible for financial matters pertaining to the Library. Library Trustees are responsible for obtaining adequate funding for the services and programs provided by the Library.

To understand the budgeting process and approve an annual budget for the library, Trustees must know where the money comes from and how much revenue they can expect to build into the budget each year. A good understanding of revenue sources is important as Trustees must encourage continued funding from those sources and find new sources when needed.

Library Funding

In South Carolina, library income to support operating expenditures comes from three main sources:

- **Local Government** (county and/or municipal governments) which can come through an appropriation or from a special tax levied on property, or a combination of the two. These local funds are the major source of income for South Carolina's public libraries.

  Local funds committed each year for library support, according to South Carolina state legislation governing public libraries, must be equal to or greater than the amount of funds expended in the second previous fiscal year. This amount is known as the “Maintenance of Effort,” is reported on an annual form in the State Aid process, and is signed by the County Administrator as a commitment each year to support for the county library. It is always hoped and anticipated that the County will pledge and expend much more than the required minimum on the Library.

- **State Government**, through participation in the State Aid program. Each year the South Carolina State Legislature allocates a sum of money for State Aid to county public libraries through a line item in the budget for the South Carolina State Library. These funds, administered by the State Library, are provided to each county library system based on the county's population at the latest decennial Census.

  To participate in the State Aid program, public libraries must be legally established and fiscally sound, must evidence progress toward meeting recommended staffing standards, and must offer a program of library
service to all residents of the county. The regulations under which the State Library administers the State Aid program ensure that state funds will not replace local funds and that state funds will be used to achieve a higher level of public library service. With State Aid funds, public libraries are able to employ better qualified staff, develop collections of materials of high quality, and carry out special programs to enrich the quality of life in the communities they serve. Library Trustees should be familiar with the regulations under which the State Aid program is administered.

As the level of government responsible for education, the State has a direct obligation for adequate financing of library service of the State. While local governments are responsible for maintaining and improving basic public library services, the State should ensure a minimum level of service, equalize library services where local resources are insufficient to provide basic services, develop statewide cooperative programs, assist in the coordination of services, and provide on-going support for library technology.

Accelerated demands for service and an increasing recognition of libraries as major components in the State's education system have demonstrated the inadequacy of state support for public libraries. For these reasons, attempts will continue to be made to raise the State's share of total public library financing. The assistance of Trustees, library staff, and library supporters is needed in lobbying efforts locally and at the capitol in Columbia.

- The Federal Government, through its funding program entitled Library Services and Technology Act (LSTA). LSTA authorizes federal aid for libraries and is administered by the South Carolina State Library. These funds are an annual appropriation to the State Library to provide services and assistance to libraries. Through the program, the State Library awards grants to county and regional libraries primarily on a competitive basis. Libraries are eligible to apply for LSTA funds, under guidelines set by the State Library.

**Other sources of library funding:**

Local, state, and federal grants -- in addition to a library's county tax or appropriation, State Aid, and any LSTA funds awarded -- are other possible sources of income. For example, public libraries may receive grants for programs, usually on a matching basis from such agencies as the South Carolina Humanities Council and the South Carolina Arts Commission. Trustees should be on the lookout for any additional or new sources of public funding that might become available.
In addition, the following funding sources may be available to or may be developed for a public library:

- **Library Foundations.** Since libraries have traditionally received memorials and monetary gifts, and because of the need from time to time for funding outside the traditional methods, it may be a good idea for the library to consider setting up a foundation.

In addition to the sources of public funds, public libraries also receive funding through gifts, bequests, and donations, private funding projects, and investments.

The Library Foundation functions as a separate entity and can attain 501(c)(3) status from the Internal Revenue Service. Gifts to this foundation are tax deductible to the donor. One factor which makes setting up a foundation extremely attractive is that many foundations will not give to tax-supported agencies, but will give to an organization that will enhance that agency’s services and programs.

When a foundation is established, it becomes a vehicle for gifts, bequests, memorials, fund-raisers, capital campaigns, etc. Donors often prefer this choice. Of course, the Library Board can also accept these funds without establishing a foundation.

- **Trusts or Endowments:**

Sometimes gifts are set up as trusts or endowments for specific purposes. Monies are donated to these funds and interest income is generated from the investments.

- **Friends of the Library groups:**

Many libraries encourage citizens to establish Friends groups in order to raise funds for special library projects. Friends groups are excellent at attracting publicity and encouraging good public relations and good will for a library. A foundation, described above and under certain circumstances, may act as a Friends group.

- **Private Grants:**

Private foundations, businesses and corporations may award grants to assist local libraries with programs, services or building projects. Many times the grants are from local or regional organizations or businesses
that wish to give something back to their communities.

South Carolina's public libraries will no doubt continue to seek and secure funding from the private sector primarily for major renovation or construction of new buildings and special programs. However, these non-governmental funds should never be depended upon for on-going costs for operating a modern public library system. It is not realistic to expect that sufficiently major gains can be made in a library's revenue from private sources to compensate for the lack of adequate public funds needed to operate a library system.

Public libraries are for the public good and should be financed with public tax money.

Budget and Finance

In order to make good decisions, library Trustees need a basic understanding of library finances. The board has a clear responsibility to ensure that public funds are used in the best interest of the community and that the library has adequate financing to continue its programs and services.

The budget is directly related to the library's planning and political funding process. Good service and good planning will result in an innovative progressive budget. A budget that merely repeats previous budgets is indicative of lack of planning and is a disservice to the library's clientele.

A budget is a plan for the expenditure of funds for the next year to carry out the library's programs. County and state governments in South Carolina operate on a July 1-June 30 fiscal year, while the federal government operates on an October 1 - September 30 fiscal year. The budget process for the next fiscal year begins shortly after the beginning of the current fiscal year.

Budget authority: A necessary first step in successful budget planning is knowing who has authority and who does what in the budget planning process. Written policies and procedures should outline responsibilities and roles clearly. Trustees play a vital role in creating the budget and getting it
approved because they are the library's link to the community and its
government. The preparation of the budget is a cooperative process
involving Trustees, the Library Director and staff. The Library Director is
responsible for preparation of the budget request; Trustees are responsible
for final approval and adoption of the budget.

**Understand the planning context:** The budget must reflect the purposes
and priorities of the library as outlined in the long-range plan. Budget
requests should be made within the context of a planning process. It is not
enough to ask for X percentage of increased funding; requests should be
tied to clearly stated purposes and priorities.

**Give yourself and others time:** Ample time should be allowed for the
development of the budget and for consideration by the local funding
authorities. Usually, it takes from six to nine months to develop a budget.

**Question everything:** The budget is a tool for accomplishing specific
objectives. When an objective has been accomplished, phase out the
program or project that was designed to meet it and request that funding be
moved to the next priority.

**Be realistic:** Trustees should understand the financial climate in the
community, so that they know what can and cannot be expected in the way
of library support. They should understand the competing demands of other
departments on the governmental funding entity, so that they can advocate
for the library's fair share in relation to other departments. Boards may use
the *South Carolina Annual Statistical Summary* published annually by the
State Library to compare their library with others and to understand their
government's level of effort. The *South Carolina Public Library Standards*
would also be an excellent tool to use to justify increase funding needed for
services.

**Keep it simple and tell the truth:** The Library and its needs should be
understandable and accessible. Library staff and Trustees should avoid using
acronyms and professional vocabulary in the budget process that may be
unfamiliar or misunderstood. The **Board must be mindful of credibility.** If the
Board or the Library Director says that something (negative for the library)
will happen if the budget is cut, be certain that the described circumstances
will, indeed, happen.

**The budget is not a secret:** People have a right to know how their money
is spent. The budget must be understandable. The Board should use simple
and familiar comparisons to illustrate the value people are getting for their
tax dollars. For example, instead of using large, meaningless figures, use a
per capita figure for expenditures and then compare these to the average cost of a book or a sporting event.

**Read, listen and learn:** Boards can learn how other departments and agencies present their budgets. Success can be used as an example. Boards can determine what the funding agency is looking for and what impresses them.

**Steps in Budget Preparation:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Persons Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a budget calendar with key dates for completion, definition of tasks and assignment of responsibility</td>
<td>Library Director and staff</td>
</tr>
<tr>
<td>2. Review the library's long-range plan, goals, objectives, community needs, economic conditions and trends.</td>
<td>Board, Director and staff</td>
</tr>
<tr>
<td>3. Evaluate programs and services to determine needed changes and the prior year's actual costs.</td>
<td>Board, Director and staff</td>
</tr>
<tr>
<td>4. Discuss preliminary budget limits with local government.</td>
<td>Director</td>
</tr>
<tr>
<td>5. Make a preliminary decision on library priorities.</td>
<td>Board</td>
</tr>
<tr>
<td>6. Develop a draft budget, including contingency plans, so that budget changes can be planned in a non-crisis environment. Justify budget with workload data, trend</td>
<td>Director and staff</td>
</tr>
</tbody>
</table>
charts, etc. Balance all figures and show all anticipated revenue and expenditures.

7. Approve or amend the draft budget. Board

8. Submit the budget to local government officials for review and analysis and respond to questions. Board

9. Support the budget with appropriate authorities. Board and Director

**Budget presentation**

Boards must justify the budget increases in the request, as well as the budget base. They must state why the community needs the service and what is unique about the service. They must describe the Library's contributions and the benefit to taxpayers. They should describe who uses the particular library service. They should present library goals, plans and accountability.

**Library Trustees should not wait for a budget presentation to make a case for needed funding or to describe programs and services. This is an ongoing responsibility of all Trustees.**

The Library must be seen as a basic community resource and information agency. Invite local and state officials to programs, receptions and library activities. Promote and provide reference services and assistance to county departments and officials. Be sure to share your successes with local
governing authorities. Awards, record numbers at summer library programs, staff accomplishments and news articles should be part of regular reporting about the library to the county council.

**Budget Management**

1) **Financial Reports:** The Library Director should provide the Board with monthly financial reports which review:

   1. Total budget;
   2. Current month’s expenditures;
   3. Year-to-date expenditures;
   4. Balance of budget;
   5. Explanation of major changes.

2) **Budget Process:** The budget process serves three basic purposes:

   1. Accountability, which is related to the stewardship role of the library; the Trustees have a responsibility to safeguard public funds. However, the stewardship role also includes spending the funds needed to provide library services to the community and not hoarding funds or “saving for a rainy day”;

   2. Financial information, which relates to the management role of Trustees and the need for accurate, timely, and reliable information as a basis for effective decisions and library policies;

   3. Information from which the public can assess the financial conditions and operations of the library.

3) **Amending the Budget:** When the library budget is adopted by the County, it gives the Library Board the capability of sending all funds budgeted. If the Library receives additional income from any source, it should not be spent unless the budget is amended to include the additional income.

4) **Annual Audit:** Every county and regional public library in South Carolina must, in order to qualify for State Aid and Federal funds, have its financial records audited annually by a certified public accountant and must supply the State Library with a copy of the audit report. The audit is the Library’s “proof” that funds have been managed and expended wisely. The audit illustrates the County’s annual adherence to the Maintenance of Effort commitment. The audit must clearly show receipts and
expenditures of State Aid and federal funds, broken down by item, for the July 1- June 30 fiscal year.

If the Library's audit is part of the overall County audit, the audit report may not be sufficiently detailed to serve the Library's purposes. If this is the case, a separate audit of the Library's records is recommended. State Aid funds may be expended for this purpose.

When a County Library receives a Federal LSTA grant award administered by the State Library, the funds granted must be accounted for in the audit describing the fiscal year in which the grant was made.

If the Library’s revenues and expenditures are not clearly represented in either the county audit or in a separate Library audit (particularly when the Library is the recipient of an LSTA grant), the county may be requested to submit a supplemental “Schedule of Revenues and Expenditures” which clearly documents funding received and expended.

5) Insurance: The Library Board has the obligation to ensure that the staff and assets of the Library are protected against serious loss. Trustees and the Library Director should meet with county staff to discuss and understand what coverage is provided by the county for library property, library personnel, and individual Trustees. The South Carolina Insurance Reserve Fund, an office of the S.C. Budget and Control Board, is authorized and required to provide insurance to governmental entities (including local governments.) If the county insure with this Fund, Trustees may want to learn more by visiting the Fund web site: http://www.irf.sc.gov/

Risk and Insurance Management Manual for Libraries (by Mary Breighner, c2005) is a helpful guide to this subject, and is available through the SCLENDs catalog at the State Library.
Chapter 8 - Planning for the Library's Future

Library Boards continuously guide, shape, and build library services for their community as they make judgments on money, buildings, programs and staff. The challenge is to base these decisions on a carefully considered written plan. The purpose of planning is to anticipate both opportunities and problems.

Every Library Board has a fundamental duty to develop an effective library plan. It is tempting to focus on more immediate concerns and put planning indefinitely on the back burner, but a Board cannot let this happen. A good plan becomes a road map for the Library. It assists the Board and the Director in making decisions that are the best ones for the community being served. It also publicizes the Library’s priorities and its vision of the future.

Open-mindedness and creativity are paramount in developing a plan which will direct the most effective use of library resources. Trustees must keep in mind the present and future needs of the entire community served by the Library. Planning is a Board/Director partnership activity. Obtaining input from the members of the public, as well as from staff, is critical. The Library Director and staff must have strong involvement in the formulation of the plan.

A good resource for planning is South Carolina Public Library Standards, published by the South Carolina State Library. This document, developed with input from the public library community, encourages the ongoing development of quality library service in South Carolina. Used as a planning tool, it assists libraries in setting goals and objectives based on service standards. Every public library must determine its own identity in its community. These standards encourage libraries to plan and offer services based on community needs and measure their effectiveness. The document stresses the importance of long-range planning and the evaluation of services in achieving excellence.

Planning involves considering and answering these basic questions:

- What is our purpose?
- Where are we now?
- Where do we want to go?
- How will we get there?
- How will we know what we accomplished?
1. What is our purpose?

The Library’s Mission Statement is a brief statement of the library’s purpose, which sets the focus for planning. While somewhat general, the Mission Statement should summarize the Library’s major areas of emphasis.

2. Where are we now?

Planning involves looking at the current state of things, then considering what is possible within a wide range of alternatives. Here is a set of questions to be asked in determining current status and what to look at for the future.

- What is the present state of the Library in terms of finances, staffing, facilities?
- Is the Library meeting the needs of the community? How do you know?
- What are the current economic, political, cultural and technological factors that have an impact on library services? What trends can be identified as being significant to the Library at this point?
- What role does the Library want to play in the community?

3. Where do we want to go?

Goals and objectives describe the conditions which must be achieved in order support the Library’s mission. Goals and objectives describe what the Library should accomplish, not how it will accomplish those results.

Goals are general, non-measurable descriptions of conditions or accomplishments which will support the library mission. Goals are generally not time limited and are not necessarily expected to be fully accomplished.

Open-mindedness and creativity are paramount in developing a plan which will direct the most effective use of library resources.
A sample goal is: “Library customers will be provided the materials and the information they need.”

**Objectives** are specific, measurable, time-limited descriptions of desired results. Achievement of objectives will be the basis for assessment of success in meeting library goals.

One of many possible objectives which would relate to the above goal is: “Increase the materials expenditures to 30% of the total budget by the year 2000.”

4. **How will we get there?**

Activities are specific steps which will be taken in order to meet stated objectives. For every objective, a number of possible activities should be identified and analyzed. The analysis should include the potential impact of each activity, the likelihood of success, and the cost and impact on other library activities. One or more activities should be selected for each objective.

5. **How do we know what we accomplished?**

After the plan has been finalized and implemented, the planning process shifts to review and evaluation. The Board will monitor the plan’s progress. Have any goals been reached? Are parts of the plan out of date and in need of amendment? Are there new elements that need to be added to the plan? Plans are not set in stone. They are dynamic documents that, at times, need to be changed. While mission statements are not apt to be changed for a long time; goals, objectives and action steps should be reviewed often and revised as needed.

Existing plans should be reviewed and updated at least annually. The Library should undertake a formal planning process once every three to five years which completely reevaluates the Library and its future.

**Action Checklist:**

- Has the Board developed a plan for the Library?
- Has the Board benefitted from the community’s and the Library Director’s input in the planning process?
- Has the Board included planning for technology and addressed training needs in the long-range plan?
- Has the current long-range plan been evaluated in the last year?
• Has the Board adopted an effective annual budget that supports the long-range plan?
• Is the Library budget adequate to implement the long-range plan?
Chapter 9 - The Board Develops Policy

Policy making is one of the Board’s most important responsibilities. Policies are vital tools in carrying out the Board’s planning and evaluation decisions. In county and regional library systems, policies established by the Board govern and guide all phases of the public library system’s operation. Effective policies are management tools for running the Library. The Trustees, with the help of the Director and staff, create these tools. The Director and staff use them.

Benefits of Library Policies

- Ensure that the Library’s goals and objectives, plans and procedures support the mission
- Guide the Director and staff in implementing the Board’s decisions
- Provide direction and consistency in day-to-day services and operations
- Assures that library users and staff are treated fairly and consistently
- Encourages informed and proactive decision making by anticipating needs and problems before they reach the crisis stage

Who Makes Policy?

While only Trustees have the legal responsibility and authority to make policy, experience shows that this process works best when the Library Director and staff are involved in researching options, drafting policies and making reports and recommendations to the Trustees. Effective library services and development are the result of partnerships. The Trustees, Director and staff should cooperate with one another and complement each other’s efforts.

It is the responsibility of the Director and staff to keep the Trustees informed about progress and problems. They advise, assist, report and recommend. When policy decisions are made, staff implement the Board’s decisions, administering the library’s programs within the framework of the Board’s policies, plan and budget.

It is the responsibility of Trustees to establish library policy. In so doing,
they should solicit information and advice from the Director, the staff and library users. The Board should make sure that policies are consistent with the library’s conditions and circumstances. Because the Board understands that for a policy to be meaningful, it must be implemented, they help the Director and staff understand, accept and follow library policies.

Good policy is “developed,” not just “written.” Good policy grows out of a process of studying the issues and needs, gathering facts, deliberating the issues, writing the policy and reviewing the policy annually.

Review and Revise

The library environment is not static. Effective policy-making is flexible to reflect changing circumstances. A policy is rarely a finished product; it is more like a work in progress. Policies should be reviewed and revised periodically, as changing needs and circumstances dictate. Sometimes a change in policy is mandated from outside agencies. The need to address requirements of the Americans With Disabilities Act is a recent example of how library policy can be affected by changes in laws and attitudes in larger society. The issue of sexual harassment is another example.

As libraries face new developments, policies should be revised as a means of addressing such changes and taking advantage of new opportunities. As policies are reviewed, some key questions should be carefully considered by the Board:

- Are these policies still appropriate?
- Do they account for changes in the Library’s environment?
- Are the goals set by the Board and the activities designed to reach those goals consistent with the policies?
- What is missing? What new circumstances or needs require changes in policy? What problems or misunderstandings could be cleared up by
changing a policy or making a new one?

- Are there legal issues, especially new ones, that should be addressed by library policies?

The Board should examine each existing policy to determine if it is understood, still relevant and enforced. The Board should consider what new policies might be needed. An all-at-once approach to revision is much too cumbersome for any Board. An easier way is to date every policy and revisions, and establish a review date. The Board (or a committee of the Board) can then examine policy on or before that date. This makes it an ongoing process and much less overwhelming.

Policies are most useful and accessible when collected in a single manual. The manual makes the process of learning board policy simpler for new Trustees and it makes application and interpretation of policies easier. A manual also makes the process of review and update of board policies much easier.

Once policies are adopted by a Board, any changes in those policies must have Board approval.

**Steps to Good Policies**

In itself, the process of establishing, reviewing and revising policy is an excellent organizational tool. Policy making provides the Trustees, director and staff with an opportunity to understand the Library’s community, to evaluate the Library’s strengths and weaknesses, to reach consensus on the Library’s purposes and priorities, to clarify and strengthen relationships within the Library, and to communicate the Library’s needs and achievements to the community at large. Policy making that achieves such multiple goals requires full Board participation.

Typically, the Board will assign a committee to make an assessment of the issues and an analysis of how the problems identified can be treated. This committee may include the Library Director, staff members and Trustees. An analysis should consider:

- Long and short-range effects of enacting the policy;
- Possible positive and negative side effects of the policy;
- Estimated costs of implementing the policy, including the library budget, staff resources, building and equipment requirements and collection implications;
- Legal implications of enacting and implementing the policy.
Once the assessment and analysis are completed, the committee reports to the full Board, usually with recommendations and a draft policy. The committee should give the Board any relevant documents to be considered, well before the Board meeting convenes. The Board reviews the work and recommendations of the committee and makes the decisions that will shape the final policy.

**Board, Director and library staff participation in policy making is important because it creates understanding and consensus. Those who contribute to making policy are more likely to accept and implement it.**

The South Carolina State Library can supply sample policies for the committee to use in developing the first draft. After the draft policy is considered, the Board completes a final version, and formally adopts the policy in a business meeting. Once the policy is adopted, it must be introduced to the staff. Training may be required. The policy should be published and distributed to all who may be affected or concerned by it. The Board can use the policy as a public relations tool to tell the community that they are working proactively to improve the Library and its services.

**A Policy List for Public Libraries**

The following policies are relevant to most libraries’ needs. Every Library does not necessarily require every policy on the list. The list is arranged in the form of an outline to underscore how policies relate to one another. Listed under each policy are items that should be considered and covered when making the policy.

I. Library Mission and Role Statement
II. Library Board By-Laws
III. Public Service Policies
A. Customer eligibility for borrowing and services (Resident and Non-resident)

B. Collection Development Policy (see also Chapter 11)
   1. Restatement of library Mission and goals, and a description of the service population
   2. Scope and priorities of collection
   3. Library staff responsibility for materials selection
   4. Formats to be included in collection
   5. Selection criteria for each format
   6. Selection procedures and vendor relations
   7. Evaluation, weeding and collection maintenance
   8. Censorship, access and challenged materials procedures
   9. Intellectual Freedom Statement, Library Bill of Rights
   10. Gifts and donations

C. Circulation Policy
   1. Loan period and renewal
   2. Confidentiality of patron information
   3. Reserved material
   4. Fines, damages
   5. Interlibrary loan
   6. Special collections
   7. Audiovisual materials and equipment
   8. Cooperative borrowing policy

D. Reference Policy

E. Facilities Policy (in terms of public service)
   1. Hours of operation
   2. Americans with Disabilities compliance
   3. Security
   4. Meeting room use
   5. Exhibits and displays
   6. Copiers and other equipment use

F. Community Relations Policy
   1. Relations with local government
   2. Relations with Schools
   3. Volunteers
   4. Friends Groups

G. Patron Behavior Policy
   1. Unattended children
   2. Respect for staff, users and library property

H. Internet Use Policy

IV. Management Policies
   A. General
   B. Responsibility and authority
   C. Budgeting and purchasing
D. Personnel
   1. Responsibility and authority
   2. Job descriptions and classifications
   3. Salaries and benefits
   4. Hours, annual and sick leave, overtime, holidays
   5. Hiring, termination, resignations and nepotism
   6. Performance evaluation and promotion
   7. Continuing education/professional development
   8. Discipline and grievances
   9. Americans with Disabilities Act compliance
  10. Fair Labor Standards Act compliance
  11. Sexual harassment
  12. Personnel records

E. Facilities
   1. Responsibility and procedure for maintenance
   2. Acquisition and ownership
   3. Insurance and liability
   4. Emergency preparedness
   5. Use of equipment, vehicles, etc.
Chapter 10 - The Basic Areas of Trustee Legal Liability

Generally, individual Trustees (like other local governing officials) need fear no personal loss or liability for the honest performance of their official duties and exercise of powers granted by law.

The American Library Association (ALA) has issued an opinion requested of the ALA legal counsel relative to precautions every Trustee or Library Director should observe. Counsel addressed three basic areas of duty where library boards or library governing authorities could conceivably be held responsible for their action or inaction: obedience, diligence, and loyalty.

- **OBSIBILITY** – The duty of obedience requires that Library Directors or Trustees not permit the Library to engage in activities which are beyond those allowed in its ordinance.

- **Diligence** – The duty of diligence involves responsibility for negligent mismanagement resulting from inaction as well as inappropriate action. Directors or Trustees are personally liable for inaction where management responsibilities have been delegated to board committees or officers. Trustees must consequently assume “the responsibility for supervising such committees, primarily by periodically scrutinizing their work...pursuing the duty of diligent inquiry and active oversight.”

- **LOYALTY** – The duty of loyalty refers to personal conflict of interest. Such conflicts are not prohibited, but the Director or Trustee has the obligation to act in good faith and inform appropriate parties of potential conflict of interest.

Defenses Against Liability

This document is not intended to give legal advice for a particular factual circumstance. It is intended to alert Trustees to some common legal exposures. It does not include every detail of library law, but is rather a general summary. Trustees with specific legal questions should contact the library’s attorney. It is important to retain the services of a qualified county attorney to read minutes, resolutions and policies of the Board, as well as determining for the Board if additional liability insurance should be purchased for Library Director and board officers.
Boards can lessen their vulnerability through the following actions:

- Encourage all Trustees to attend board meetings, study the issues, ask questions, vote, monitor progress and maintain active committees.
- Record the minutes and make corrections.
- Vote against proposed action if convinced there is insufficient information on which to base an opinion; make sure minutes reflect that vote. Follow up on the issue and let the record show the eventual decision.
- Through bylaws, force resignation of Trustees who do not participate or who do not adhere to the duties of office.
- Use a qualified attorney for all legal matters and controversial issues.
- Adopt written rules, regulations and policies and keep them up-to-date. Publicly post rules, regulations, agendas and meeting minutes to avoid any charge that the information is being kept secret.
- Publish minutes in newspapers, the Library’s newsletter, the Library website and with the State Library and post them on a library bulletin board to educate the public and provide a continuous public record of Board actions.
- Adopt rules, regulations, policies and budgets formally, by use of a motion and vote. Be sure these are documented in the board minutes.
- Refuse to allow conflicts of interest on the Board. Write a letter of protest for the record if conflicts are occurring. (Examples: a Trustee of the library is being reimbursed as the Board’s attorney, investment advisor, banker, insurance consultant, accountant, or purveyor of goods and services purchased by the Board. A Trustee may not receive any monetary compensation whatsoever in dealing with the library.)
Chapter 11 - Intellectual Freedom and the Library Board

Intellectual freedom is the right of access to information. Every individual has the right to define his or her information needs and make personal choices. In addition, confidentiality of library records is guaranteed by South Carolina law, ensuring the library user of privacy.

It is the duty of the Library Board of Trustees to protect and defend intellectual freedom. The role of a public library in a democratic society is to ensure free and open access to information and materials for all as guaranteed by the First Amendment of the Constitution of the United States.

The selection of library materials is an essential process which is strongly connected to intellectual freedom. To be prepared to meet challenges to intellectual freedom, every Library Board should have in place a written Collection Development Policy adopted by the Board.

The Collection Development Policy, sometimes called the Materials Selection Policy, should be developed by the Board and the Library Director. The Library is a selector, not a censor. A selector believes in the individual’s right to examine and evaluate materials and make personal choices about them; a censor believes in evaluating and choosing materials for others according to the censor’s own values. The Collection Development Policy should clearly support the right of all members of the community to have access to a wide range of materials, even if that includes items which some might find objectionable.

The library staff and Trustees must be aware of the contents of the Collection Development Policy. If there is a challenge to library materials, the library staff and Trustees must speak with one voice. A basic understanding of the library’s selection policy will aid in this unity.

Two important elements to include in a Collection Development Policy are:

1. Selection criteria for all types of resources (print, electronic, Internet)
2. A policy on reconsideration of materials
   (Note: This is not a policy that states that every choice of material will be reconsidered. It is a statement that the Library will consider carefully and reasonably, within the Library’s collection guidelines, any inquiry, complaint, or challenge made by a member of the community.)
The following steps are recommended for every public library:

- Develop a written Collection Development Policy adopted by the Board
- Adopt the American Library Association's Bill of Rights and Freedom to Read Statement
- Develop a clearly outlined method for handling complaints, and establish the chain of administrative authority.
- Require that complaints must be made in writing and signed
- Provide in-service training for Trustees and staff on what to do if a challenge occurs
- Become aware of local, municipal and state legislation relevant to censorship

If a Library faces a challenge to materials, Trustees should:

- Review the American Library Association's Bill of Rights and Freedom to Read Statement
- Review the Library’s policy, and be prepared to defend the section of the policy that asserts the Library’s responsibility to satisfy many tastes and interests
- Be sensitive
- React in a responsible manner
- Speak as one voice
- Support the Library Director in his or her response to the challenge
- Take into consideration the rights of the whole community
Chapter 12 - Recruiting and Hiring a Library Director

Note: This Chapter has been reprised as a separate document with additional detailed information about recruitment efforts. Please refer to that document for specific procedures and sample materials.

Recruiting and hiring a Library Director is the most important single act undertaken by a County Library’s Board of Trustees. In South Carolina, state law gives every County Library Board clear responsibility for hiring a County Library Director. The administrative aspects of this responsibility will vary a little from county to county. The Library Board represents the public and is in the best position to know the needs and expectations of the community for its Library.

The Library Board seeks the best possible Director for the library system, recognizing that the Director represents the Library’s image in the community. Hiring the wrong person to manage and direct the personnel and activities of a County Library system is much more costly in dollars and in stress on the organization, than taking the time up front to carefully match the right applicant to the job. The Library Director is key to the progress the Library can be expected to make.

Throughout the recruitment and hiring process, the Library Board must strive to:

- Attract a pool of qualified applicants for the position of Director
- Hire a Director who will best “fit” the Library at its current stage of development, as well as prepare the Library for the future
- Implement a fair and efficient hiring process
- Maintain confidentiality throughout the hiring process
- Assist the new Director in getting off to a good start

SUGGESTED TIMETABLE FOR RECRUITING AND HIRING A DIRECTOR

Month 1
- Search Committee appointed
- Search Committee Orientation Meeting
- Review procedures in this Manual
- Establish target date for filling the position

Month 2-3
- Create and post advertisements
- Set deadline for receiving applications at end of Month 3
Prepare for interviews

Month 4
Review applications
Schedule interviews

Month 4-5
Conduct interviews
Check references
Offer position to top candidate
Follow up with remaining candidates

Month 6
New Director reports for work

**Current State of the Library**

At the beginning of the recruitment and hiring process, the Board should take a “snapshot” view of the of the Library system, identifying existing challenges the new Library Director will face. These points will help the Board in creating the position description and the interview questions, and may include:

- Planning and building new facilities
- Selecting, installing, and maintaining the integrated automation system and other technological innovations
- Hiring, retaining, and developing staff
- Library Board development and training
- Establishing policies and procedures
- Building positive community relations throughout the County
- Activating or developing a Friends of the Library group
- Improving communications between the Library, Library support groups, county officials, other community agencies
- Developing a strategic plan for the Library
- Working on public relations and marketing Library services
- Improving collection development practices in the Library
- Any unique or impending issues

**Required Qualities, Skills and Experience**

What kind of Library Director does your Library need? What personal and professional characteristics are important to ensure good management for the Library? How much experience and what skills are required? How willing is the Board to hire a Director who may have limited experience, but great potential for learning on the job? These points should be discussed before beginning the recruitment process.
Requisite/important skills and experience for Library Directors include:

1. Graduation from an accredited Library School with a Master’s Degree in Library and Information Science (MLIS)
2. Relevant experience in managing personnel
3. Knowledge of short- and long-range and strategic planning processes
4. Fiscal management skills -- preparing and managing a budget
5. Personnel management skills and experience:
   - Selecting and hiring staff
   - Staff development and training
   - Deploying/assigning staff, delegating
   - Dealing with poor performers and/or attendance problems
   - Training and instructing
   - Managing conflict
   - Involving staff as resources in decision making
   - Conducting staff meetings
6. Experience with or in-depth knowledge of conducting and managing Public Services and outreach, including Reference Services, Children’s Services, programming for all ages, utilizing local and statewide resources and support systems to improve services
7. Awareness of state-of-the-art technology and innovations in libraries
8. Experience with or in-depth knowledge of collection development processes and policies
9. Ability to establish a good relationship with the Board, to work with the Board on policy recommendations, and to implement Board decisions
10. Public relations, community involvement:
    - Communicating with the public
    - Promoting the Library and its services
    - Communicating with support groups (i.e. Friends of the Library, local charitable organizations)
    - Communicating and working effectively with local education providers
11. Activity in professional organizations
12. Knowledge of operational and maintenance considerations of the physical facility

**The Search Committee**

The Library Board as a whole can perform all the activities of the recruitment and hiring process, or a sub-committee of Board members may be appointed to conduct all or particular activities. For example, a Search Committee
consisting of three or four Board members may be appointed to recruit, accept and review applications, and recommend candidates for the entire Board to interview.

Here is a typical hiring process conducted by a Search Committee:

1. The Search Committee meets initially with the County Personnel Director to review the hiring process.
2. The County Personnel Director or other human relations staff explains the County’s standard recruitment procedures, and discusses the salary and benefits for the position. Interview questions and procedures, and compliance with local, state, and federal regulations, are discussed.
3. The Library Board approves a budget for the hiring process to include costs of advertising the position and potential travel expenses for candidates.
4. Search Committee members are assigned to each element of the recruitment and interview process:
   a. General oversight of the process
   b. Write the position description
   c. Write and place job announcements and advertisements
   d. Receive and reply to requests for applications
   e. Receive and acknowledge completed applications
   f. Respond to telephone and email questions from applicants
   g. Photocopy applications and other materials received from applicants
   h. Contact candidates by telephone, and set up interviews
   i. Mail information packets to candidates who will be interviewed
   j. Act as interviewer-in-charge: Greet and introduce candidates, provide general information about the interview process, close the interview.

**Working with a Recruitment (Executive Search) Firm**

A number of nationwide search firms handle placements for Librarians and Library Directors. Search firms act as “matchmakers” between libraries and job seekers. The firm creates appealing and competitive position descriptions, places advertisements in appropriate venues, locates and contacts job seekers, and matches them with appropriate professional openings. Many librarians, especially those seeking directorships, utilize these firms to assist them in a nationwide job search.

Recruitment firms can handle much of the recruitment process for a library position, but there are fees for these services. The Library Board should
consult with County Personnel about local policy for utilizing such firms.

**Create the Position Description**

The Search Committee creates the Library Director position description. See Appendix 1 for sample descriptions. Position descriptions must be current and relevant.

1. Define the minimum skills, experience, qualifications and desired characteristics for candidates.
2. Include an attractive description of the library system and the jurisdiction (city, regional setting, proximity to other metropolitan areas); create a favorable impression of the surroundings and amenities.
3. Determine the hiring salary range. Salary must be competitive to attract well-qualified candidates, and should be in keeping with Library Directors’ salaries in South Carolina cities of similar size. Decide if relocation costs will be included in the compensation package.

**Recruitment Process**

1. Create a complete and informative printed advertisement based on the Library Director position description.

   *Helpful hint:* The ad should help potential applicants to “screen” themselves, that is, determine whether this job is a good fit from the applicant’s own perspective. Use very specific language about desired skills and educational level to discourage unqualified applicants.

   *Helpful hint:* Don’t reinvent the wheel! Utilize existing personnel descriptions and advertisements, but make sure they reflect the specific desires of your community.

2. The advertisement should:
   a. Include the deadline by which all applications must be received
   b. Require a resume and a minimum of three references
   c. Include clear contact information: Where do candidates send their material? Can they send materials by email? By fax? Who can they call with questions?
3. Conduct a broad search. Bring the position to the attention of the national market of possible candidates in order to attract a large pool of qualified applicants.

*Helpful hint:* It is a fact that there are rarely enough qualified candidates in any one state who are prepared to direct a library. The Board should be prepared and willing to seek candidates from outside the state.

4. Place/post the advertisement in:
   - Professional journals
   - South Carolina State Library’s Internet site and other Internet job posting sites
   - Graduate library schools in the Southeast
   - The Sunday issue of local and regional newspapers.

5. Post the notice for current staff to see. Qualified staff members may want to apply.

6. If it proves difficult to attract a pool of qualified applicants, the Library Board may consider advertising the position and conducting interviews at the *American Library Association (ALA)* and the *Public Library Association* conferences. Many job-seeking librarians attend these conferences, held in January and in June each year. Another conference that may attract appropriate candidates is the *Association of Rural and Small Libraries* conference, held annually.

**Standard Application Forms**

1. Receive and reply to requests for an application. Send a packet to each applicant, including:
   a. Cover letter
   b. Copy of the job description
   c. Standard application form
   d. Information about the Library and the community

2. A supplemental questionnaire may be sent along with the application form, which will give the Search Committee more specific information about each candidate

3. Instruct candidates to return the application form (and the questionnaire, if used) within two weeks of receipt.
Helpful hint: Never accept a resume in lieu of a completed application form. A standard application form requires a signature giving permission to check with the applicant's present and former supervisors to verify prior work experience.

Receive and Review Applications

1. Designate one member of the Search Committee to be responsible for all correspondence and paperwork regarding the application process. The person appointed must record, and keep the Search Committee fully informed of, all applications, questions from applicants, and responses made to applicants.
2. Keep photocopies of all correspondence. All telephone conversations with applicants must be noted. Full record keeping will protect the Board should any applicant challenge the recruitment procedures.
3. The Search Committee and the Library Board must keep all activity related to the recruiting process strictly confidential.
4. From time to time, Library staff should be given a status report with such general information as total number of applications received to date, number of applicants to be interviewed, etc. Names of candidates and personal information about them should never be discussed with staff.
5. If an applicant indicates that a placement folder is available from his/her Library School, request the folder from the school. The S.C. State Library can provide library school addresses and telephone numbers.
6. Review applications and other materials as they are received. A complete application should include:
   - A full resume
   - A completed application form, with signature authorizing the library to verify employment with the applicant’s present and former supervisors
   - A completed supplementary questionnaire (optional)
   - Letters of recommendation
7. As materials are received from each applicant, they should be photocopied (one copy for each member of the Search Committee) and organized for easy retrieval. Files should be ready for the Search Committee or Library Board members to look at any time.
8. The Search Committee should contact the Board Chair regularly to report the status of the recruitment process.
9. Search Committee, Library Board members, and Library staff must all understand that it is unethical to discuss specific candidates outside of official Search Committee or Library Board meetings. Board members
must not answer—even informally—any questions about the applicants from staff or others.

**Screen Applicants**

1. The Search Committee reviews applications with the goal of narrowing them down to a set of at least three promising applicants.
2. Often, the Committee will immediately identify some applicants who do not meet the minimum qualifications, or who will otherwise clearly be unqualified for the position. Remove these from the process, and send the applicants a rejection letter.
3. Examine candidates’ responses to the Supplemental Questionnaire, if used.
4. Verify that the candidates’ MLIS degrees are from accredited Library Schools. A complete list of programs and degrees accredited by COA (ALA) can be found at www.ala.org/alaorg/oa/lisdir.html (or consult the S.C. State Library.)
5. Consider past accomplishments as a predictor of future performance.
6. Scan the application form for "reasons for leaving" a previous job. The words "fired" and "quit" should obviously send up red flags, but no information at all is also worrisome. The best reason for leaving a previous job is "to take a better job."
7. Look for evidence of promotions and increasing levels of responsibility. Note whether the person has jumped around frequently from one job to another (with no corresponding increase in responsibility), or has unexplained long gaps in employment.
8. Discuss and compare impressions based on the application materials, and identify the three best-qualified applicants.
9. Depending on the length of the hiring process, at this point the Committee may contact the top applicants by telephone or by letter, to obtain confirmation of interest in the position.
10. Less-qualified applicants may merit further review, depending on continued interest of the top candidates. Set these second-level applicants aside temporarily.
Plan and Prepare for Interviews

1. Prepare and mail a packet of materials to each candidate to be interviewed. Include:
   a. A confirmation letter and an agenda for the day of the interview. Mention in the letter whether travel expenses will be covered.
   b. Directions/map to the interview site
   c. Current library budget
   d. Previous year’s annual report
   e. Information about the County and town(s)
   f. Any other printed material that will give candidates a clear picture of the Library and its role in the community

2. Decide who will interview the candidates—the Search Committee? The entire Library Board? The same group should be present at all interviews.

3. Prepare the list of interview questions. The questions can include and expand upon the Supplemental Questionnaire with additional questions as needed.

   Helpful Hint: Questions should be designed to elicit as much information as possible about the candidates’ skills and experience. See “Evaluation Criteria” and “Skills and Experience” below for desirable qualities and characteristics that should be explored in the interview.

   Helpful Hint: Keep in mind that the interview process should provide the candidate with a fair, accurate picture of the library and working conditions, as well as the Library Board’s expectations.

4. Be familiar with questions that may not be asked in interviews (consult your county Human Resources department, or contact the State Library for assistance with these.)

5. Choose an appropriate setting for the interviews. A meeting room in the main or branch library is appropriate. Plan to provide a few light refreshments – water and coffee will be appreciated, and will provide the opportunity for a short break for the candidates.

6. Determine the agenda for each candidate visit. A typical agenda will include (in any order):
   a. Initial “meet and greet” with the Search Committee
b. Tour of main library and brief introductions of staff on duty

c. Tour of other branches

d. Lunch (with any or all of these: Search Committee, Friends/Foundation president, other Library Board members, County personnel)

e. Formal interview

f. Meet in a group with staff

**Schedule Interviews**

1. Determine availability/schedules for all Board members who will attend the interviews.
2. Invite the candidates (a telephone call is easiest and is appropriate.) It is generally best to schedule one candidate per day.
3. Make a hotel reservation for candidates who must travel a long distance. Arrange to pay for the room and the candidates’ meals.
4. Determine who will lead the interviews and keep things moving along. Plan how to divide interview questions among members of the interviewing committee.
5. A few days before the first interview is scheduled, meet to review the interview questions and agenda.

**Conduct Interviews**

1. Assign one Search Committee member to take detailed notes during the interview, or record the interview. Others may want to jot down a few points that strike them as important during the discussion. Be sure to tell candidates in advance that notes will be taken or that a recorder will be used during the interview. (Notes or recordings of the interview may be requested by subpoena at a later date if there are problems with the interviewing process.)
2. Give candidates a chance to freshen up or relax before the interview. Plan to give the candidate a short break or two during the course of the day.
3. Ask questions, and allow adequate time for the candidate to answer completely. Don’t hesitate to re-ask a question if the candidate’s answers are not clear.

**Post-Interview Discussion**

Immediately after each interview, take a few minutes to discuss and summarize the candidate’s strengths and weaknesses. This is particularly important if some time will elapse between interviews.
The following general impressions should be explored in the post-interview discussion:

- Do all members of the Search Committee feel comfortable with this candidate?
- Is the candidate a “people person” with the ability to communicate effectively?
- Does he/she possess political savvy?
- Has the candidate previously dealt with issues similar to those facing your library system?
- What image did the candidate present? Was he/she neat, well groomed, appropriately dressed?
- Did the candidate seem service-oriented?
- Did the candidate appear positive, self-confident, flexible, open to new ideas?
- If the candidate’s experience is brief, what is his or her potential for growth?
- Did the candidate seem in tune with the character and priorities of the community?

**Evaluation Criteria**

The following criteria are generally accepted characteristics of successful, effective Library Directors nationwide. Any candidate who hopes to lead a staff, manage a facility, and work well with the public must possess the majority of these skills and attributes to some degree.

No candidate will display all of these personal qualities. Library Boards should identify qualities most important and meaningful to the community being served, and look for candidates’ potential to develop those that may be lacking.

- Intelligence, mental alertness
- Good judgment
- Leadership
- Interpersonal skills
- Perseverance
- Confidence, assertiveness
- Self-reliance, ability to work independently
- Uses effective problem solving techniques
- Communicating/listening skills
- Patience
- Sensible, reasonable approach
- Fairness
- Initiative
- Drive, energy
• Decision-making ability

Above all, the Library Director should express great pleasure and personal satisfaction in bringing excellent Library services to the community.

**Rank the Candidates**

1. After each interview, take time to get the Library staff’s impressions of the candidates. While it is important not to encourage staff to feel that their favored candidate will be the one chosen, a candidate who is disliked by the majority of staff is probably one to avoid.

2. Discuss and rank the candidates -- identify the top three, in order of preference.

3. Check references for the top candidate. Contact all personal references listed on the application by phone or by mail, using a standard printed form; include a self-addressed stamped return envelope.

4. Telephone calls to references can sometimes be uncomfortable or otherwise unsatisfying. The “Script for Telephone Reference Calls” (Appendix 6) may help the caller to negotiate sensitive areas.

5. Be aware that in some parts of the U.S., personnel regulations discourage or even prohibit written responses to reference requests. References may be willing to discuss candidates on the phone, but many times do not feel free to provide negative information. In such a case, the caller should obtain as much information as possible but should also pay attention to tone of voice and other signals from the reference.

6. Meet again, if necessary, to discuss information provided by the references. The group should now seek consensus on the top candidate and agree to offer the position of Library Director to this candidate.

**Make the Offer**

1. Call the top candidate and offer the position. The verbal offer should include the salary and other important terms (i.e. when the job will start, which town and building the Director will be headquartered in.)

2. Follow up the telephone call with the offer in writing including the details of the appointment, the salary, probationary period, and the starting date. Include printed information about benefits, leave policy, etc. if available and if the candidate has requested (this information will be presented to the Director during orientation.)

3. Give the candidate two weeks to consider the offer (set a deadline for his/her response.) The response can be made by telephone but must also be made in writing.
4. If the top candidate accepts the offer, write to all other candidates interviewed, informing them of your decision. Also write to second-level applicants.

5. If the top candidate declines the offer, make the offer to the second-rated candidate.

6. If all candidates in the top group decline, the committee should look again at the group of second-level applicants. Consider whether to interview anyone from this group. If not, notify these remaining applicants by letter.

**Additional Considerations for Recruiting and Hiring Library Directors**

**A “Good Match”** -- It is vitally important that the Director and the Library Board see eye to eye on the Library’s mission in the community. A “good match” does not mean the Board and the Director will necessarily agree on all matters, but the Board must be able to work cooperatively and effectively with the Director.

Board members must articulate specific ideas about what constitutes the right fit for a Director in the context of their own community. This might mean, for example, an ability to communicate effectively, or it may mean possessing a certain leadership style. The Board must be honest and candid about the qualities it wants in a Library Director; only then can the right fit be determined.

**Interim and Outgoing Library Director** -- Former Directors may be able to provide useful information, suggest viable candidates, and offer insight for procedures. It is very helpful if the outgoing Director can provide a briefing notebook for the new Director.

The Board should plan to compensate an Interim Director for taking on additional duties and responsibilities. Continued high-quality library service is extremely important during the recruitment process.

**Salary** -- A common mistake of Library Boards is to set the Director’s salary initially too low to attract the best candidates. The Board should work with County Human Resources to develop an employment package that is competitive.

**Efficient Recruiting** -- Recruiting should be done with dispatch and efficiency. Good candidates can easily be lost if the Board delays too long in the process.
Realistic expectations -- The Board needs a clear understanding not only of what it will require of a Director but also what the Library, and the County as an employer, have to offer to the Director. It is important that candidates leave the interview with an accurate picture of what the job entails, the challenges the Library faces, and the overall condition of the library system.

There is no one perfect person for any job. Most candidates have a mixture of skills and experience in varying degrees of suitability for any position. The Board should discuss the potential of each candidate to overcome any weak spots through training and on-the-job learning.

What if no candidates demonstrate “the right fit”? If a round of recruiting is completed and no suitable candidates are identified, the Board must be prepared to renew the recruitment rather than settling for a candidate whom the Board does not honestly believe to be fully qualified. Hiring the wrong person is much more expensive, in the long run, than going through the process again.

After Trustees carefully hire a qualified Director, they delegate all management responsibility to the Director. The Board’s job then becomes one of monitoring the Director’s effectiveness.

Ongoing relations between the Library Board and the new Director

This system is effective because it has a board of Trustees who represent the interests of the community and a qualified Director who has the skills to make the library run efficiently within the parameters set by the Board.

How much does the Board do and what are the responsibilities of the Library Director? That can sometimes be a source of misunderstanding and potential conflict between Trustees and the Director. There are several ways to clarify responsibilities:

- Look at the relationship with the Director as a partnership between the
Board and the Director in providing the best library service to the community.

- Duties of Trustees can be defined loosely as dealing with issues that affect the whole Library and its position in the community. The Board sets parameters of how the library will operate. Then the Director’s duty is to carry out the day-to-day functions (i.e., the procedures, activities, operations) of running the library within the parameters (policies) set by the Board.

- Effective communication prevents confusion and conflict. Trustees and the director must feel free to discuss any issue and to express concern about who does what job.

More specifically, the **Board** has the responsibility to:

- Employ a Director, following state and local laws and regulations. Work toward a cooperative and supportive relationship with the Director. Maintain open lines of communication with the Director, seek advice and involve the Director in decision making as a team member. Encourage professional development. Provide incentives for success. Address problems before they reach a crisis stage.

- Evaluate the performance of the Director and work with the Director to assure staff are also evaluated by the Director.

- In cooperation with local government, provide competitive salaries and benefits for all employees. Provide continuing education opportunities and incentives.

- Develop or adopt local government personnel policies. Be aware of and observe local, state and federal laws about employment practices.

- Recommend qualified and diverse candidates for the board. Orient new members. Notify appropriate authorities about vacancies as they occur.

The Director is a valuable resource to the Board on all issues, and is often the leader on many issues that come before the Board. The Director should sit at the Board table during all Board meetings and should be encouraged and expected to make recommendations on all issues that come before the Board. The director should be expected to take part in deliberations to help the Board make decisions in the best interest of the Library.
The Director is charged with the day-to-day management of the library. It must be understood by both staff and Board that the Director is the authority in matters of routine library management.

The **Director** has the responsibility to:

- Implement Board policies. Assist the Board in the governance of the Library by informing the Board of the status of the Library and recommending policy direction for the Board. The Director should report back to the Board the results of Board actions (such as the implementation of new policies.)

- Prepare the annual budget for approval by the Board. Manage the finances of the Library. Seek alternative funding opportunities, such as grants, for library support.

- Hire and direct the staff according to board policy, state laws and local regulations. Observe all federal, state and local laws regarding employment practices. Maintain personnel files, review job descriptions, making recommended changes to the Board when needed. Implement evaluation procedures for staff. Work with Board to provide adequate salaries and benefits for all and incentives for success. Utilize staff skills as effectively as possible. Provide continuing education opportunities for the staff.

- Represent the Library in negotiations, public relations and other public events.

- Plan the operations/programs of the Library to complement the long-range plan of the Board.

- Remain current and knowledgeable appropriate methods of library operation.

- Prepare an annual report of the progress of the Library for the Board.

Although the Director is responsible for the management of the Library, the Board retains ultimate responsibility for everything that happens in the Library. Therefore, Trustees should expect a continuous flow of information from the Director to help them in their monitoring and evaluating of the success of the Library.

**The Director is responsible to the whole Board, but not responsible to each board member.** When delegating to the Director, the Board must speak with
one voice. When giving direction, the Board must speak with one voice. When asking for accountability from the Director, the Board must speak with one voice.

Individual Trustees, including the board chairperson, have no power to make demands of the Director. This does not rule out individual Trustees asking the Director for clarification about issues facing the Board or discussing with the Director concerns that individual Trustees may have. But it does rule out individual Trustees making demands of the Director or giving orders to the Director.

**Evaluating the Library Director**

Just as the Library Director regularly evaluates the staff, it is the responsibility of the Board to regularly evaluate the Library Director. The best way to evaluate and monitor director effectiveness is by providing a good job description for the Director and then doing a formal annual evaluation to determine how well the Director is fulfilling the job description and accomplishing library goals.

The purpose of the performance evaluation is:

- to give the Director with a clear understanding of the Board’s expectations
- to ensure that the Director is aware of how well the expectations are being met
- to serve as a formal vehicle of communication between the Board and Director
- to identify the Board’s actual concerns so that appropriate action can be taken
- to summarize and document annual accomplishments of the Library and ensure the continued effectiveness of the Director
- to demonstrate sound management practices and accountability to local government officials and to the community

The format and procedure for director evaluation must be worked out by the Board, but it is important for each board member to understand what is appropriate and inappropriate for the evaluation. The method used should be agreed upon by the Board and Director at the beginning of the evaluation period so it is clear to all what the basis will be for the evaluation.

Remember, the Board is measuring director effectiveness on bottom-line results:
• Does the Director keep the board informed about progress of programs and services of the Library?
• Does the Board receive sound, well thought-out recommendations for action from the Director?
• Is budget implementation well managed?
• Is the Library making progress toward long-range goals?
• Is the Director working within the job description written by the Board?
• Is the Library meeting the community’s needs?

To be effective, the evaluation method and process must be designed to accommodate the local situation. There is not a single, perfect evaluation system. There are two basic methods, each with advantages and disadvantages (a combination is generally most effective):

**Based on job description:** The detailed job description used in hiring of the Director is an excellent place to begin the evaluation even if that individual has been working in the position for many years. The Board should review and revise the job description with the Director. The major areas of responsibility noted in the job description can be expanded to form the criteria for evaluation.

**Based on objectives:** The Board and the Library Director develop mutually agreed-upon objectives to be accomplished within a specific time frame. Using this method, the evaluation is based on accomplishments rather than on a subjective appraisal of personalities. The Board and Director must agree on the objectives.

Make your evaluation a positive effort to communicate better with the Director. Formal evaluation allows the Board and the Director a system to communicate about how to make the Library better. Look as much at what the Director **does well** as at areas that need improvement.

Reward good performance; work with the Director to correct inadequate areas of performance. If problems arise with the Director’s performance during the year, the Board should discuss these problems with the Director at that time, along with possible solutions. The annual evaluation should result in a written document, and then the cycle should start again with a decision being made on the basis of the evaluation for the coming year’s performance.

**Dismissing the Director**

Probably the most painful situation a public library board can face is the
dismissal of the Library Director. When problems cannot be resolved, dismissal becomes a last resort.

Directors are dismissed only after serious infractions of board policy, violation of the law, or very poor performance coupled with unwillingness or inability to improve. It is important that reasons for dismissal be carefully documented. The Board has a responsibility to ensure that personalities and biases are not leading factors in any dismissal decision. The dismissal and/or appeals procedure should be described explicitly in board policy, and must allow the Director a full hearing to discuss specific charges. A Board should not begin a dismissal process unless it understands the implications, has consulted with the appropriate local government officials, believes its position is defensible, and has obtained appropriate legal advice from an attorney.
Chapter 13 - The Board/Staff Relationship

Typical public library staff includes positions such as assistant director, librarian, clerk, page, administrative office staff and possibly maintenance worker. Understanding the relationship of the Board to staff members is vital to a smoothly running library.

Only one employee reports to the Board—the Library Director. The Director is responsible for hiring, supervising, evaluating, and, if necessary, disciplining and dismissing staff. The Director is accountable to the Board for the performance of all staff. Employees need to clearly understand who gives the orders, who is accountable to whom and who has responsibility for what. To do that, the Board creates clear lines of authority and accountability for employees.

The Board hires the Director to be the expert in management of the Library, including the management of all other personnel. The Board has no direct responsibility for day-to-day supervision of staff other than overseeing the Director. Trustees have no authority to issue orders to staff or make demands of staff except through the Director. The Board has no direct responsibility for assessing staff performance other than the director's.

Staff members sometimes go around the Director and take concerns and complaints directly to the Board or to individual Trustees. It is the board member’s responsibility to remind the staff member about the proper procedure for concerns or complaints. The Board does not act on complaints from the staff. Concerns or complaints that come directly to Trustees should be reported to the director for resolution.

As a board member, you should show concern for the well-being of staff. The Board should encourage retention of good staff by budgeting for reasonable pay and benefits, and by recognizing good staff performance.

Examples of when Trustees may work with staff include:

- in committee settings
- in the long-range planning process
- if requested by the Director to make reports at the Board meeting
- library social events
Chapter 14 - Legislation Affecting South Carolina Public Libraries

National and State Laws, Regulations, Legal Opinions, and Related Documents affecting public libraries in South Carolina are cited below by source for reference purposes. These items are all found as links on the South Carolina State Library website at: http://statelibrary.sc.libguides.com/c.php?g=82176&p=529836

South Carolina Constitution, Laws, Regulations, Legal Opinions, Rulings

State Constitution:
• Dual Office Holding. S.C. CONST. Art. VI, S3

• Property exempt from ad volorem taxation. S.C. CONST. Art. X, S 3, as amended.

• Direct Aid to religious or other private educational institutions prohibited. S.C. CONST. Art. XI, S 4.

State Laws:
• Confidential Library Records. S.C. Code Ann. S 60-4-10 et seq.


• Library of Supreme Court. S.C. Code Ann. S 60-3-10 et seq.


• South Carolina State Library. S.C. Code Ann. S 60-1-10 et seq.


• Stealing or damaging works of literature or objects of art. S.C. Code Ann. S 16-13-330.

State Regulations  Code of Laws of South Carolina, 1979, Regulations:
• South Carolina State Library. Use of State Aid Funds. 26 S.C. Code Ann. Regs. 75-1.


State Attorney General Opinions:
• Property exempt from ad volorem taxation. 1982 Op Atty Gen, No. 82-51, p 57 and 1982 Op Atty Gen, No. 82-68, p 68.


• Sale of Surplus Public Library Books. 1976-77 Op Atty Gen, No. 77-312, p
239.


**State Revenue Department Rulings:**

**United States Laws and Regulations**

**U.S. Laws:**
- Library Services and Technology Act (P.L. 104-208)
  To consolidate Federal library service programs; stimulate excellence and promote access to learning and information resources in all types of libraries for individuals of all ages; to promote library services that provide users access to information through State, regional, national, and international electronic networks; to provide linkages among and between libraries; and to promote targeted library services to people of diverse geographic, cultural, and socio-economic backgrounds, to individuals with disabilities and to people with limited functional or information skills.
- Library Services and Construction Act. 20 USC s351 et. seq. (superseded by Library Services and Technology Act – see above)
- The Higher Education Act (HEA), Title II (P.L. 99-948). 20 USC s1021 et. seq.
  Provides direct aid for college and research libraries and indirect aid to other libraries by providing training programs for personnel and funding for library research.
  Regulates reproduction of all copyrighted works.
  Nondiscrimination in Federally Assisted Programs.
- Fair Labor Standards of 1968. 29 USC s201 et seq.
  Provides for minimum wage payment, working hours, etc.
- The Education Amendments of 1972 Title IX (P.L. 29-318) 20 USC s1681 et seq.
  Prohibits discrimination on the basis of sex or blindness.
  Prohibits discrimination in employment on the basis of age.
- The Occupational Safety and Health Act of 1970 (P.L. 91-596). 29 USC
s651 et seq. as amended.
Provides for the existence of safe and healthful work conditions.
- The Workmen’s Compensation Act. 5 USC s8101 et seq., as amended.
  Provides for compensation for injury or death to an employee as a result of employment.
  Authorizes the Library of Congress to provide specialized library services for the blind and physically handicapped.

**U.S. Regulations:**
- State –Administered Program. 34 CFR 76.
  General regulations governing State-Administered Programs of the U.S. Department of Education.
- Definitions that Apply. 34 CFR 77.
  Definitions that Apply to U.S. Department of Education Regulations.
- Uniform Administrative Requirements. 34 CFR 80.
  Administrative requirements for grants and cooperative agreements to state and local governments.
  Governs the enforcement of legal requirements under applicable programs.
- New Restrictions on Lobbying. 34 CFR 82.
  Governs lobbying activities of applicable programs.
- Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirement for Drug-Free Workplace (Grants). 34 CFR 85.
  Provides for exclusion for Federal financial and nonfinancial assistance and benefits under Federal programs and activities.
- Drug-Free Schools and Campuses. 34 CFR 86.
  Provides for condition of receiving funds or any other form of financial assistance for Local Education Agency and Institutions of higher education.
- LSCA State Administered program. 34 CFR 770.
  Regulations governing Library Services and Construction Act.
  (Superseded by Library Services and Technology Act.)
Chapter 15 - Library Agencies and Associations

Trustees interested in doing an effective job soon recognize the value of constantly improving their knowledge of national and state associations and the South Carolina State Library. Libraries are impacted by all these organizations outside their local jurisdictions. Close working relationships make possible the sharing of innovative ideas and solutions for problems.

Trustees may sometimes be hesitant about memberships in professional groups because they feel the leadership is composed primarily of librarians. However, one of the many attributes a Trustee should cultivate is the conviction that Trustees are professionals too! One of the great values of membership in professional associations is the exchange between Trustees and librarians.

State Associations

Several organizations in South Carolina can provide assistance to library Trustees. These organizations offer activities related to local Trustee interests and are a good way to meet Trustees from other libraries in the state.

The South Carolina Library Association (SCLA) is the professional association for librarians, Trustees and interested persons in South Carolina. SCLA sponsors an annual conference in the fall and supports library legislative interests at the state level. The sections and roundtables of SCLA offer an opportunity to be involved in library activities and issues beyond your own library.

South Carolina Library Association
http://www.scla.org

The Friends of South Carolina Libraries (FOSCL) group works to enlarge public support, understanding, and use of libraries throughout the state. The organization holds an annual meeting to provide opportunities for local Friends groups to network, discuss issues of interest, and share ideas. Friends of South Carolina Libraries (FOSCL) has an unpaid, all-volunteer Board of Directors.

Friends of South Carolina Libraries
P. O. Box 11121
Regional Associations

South Carolina is affiliated with the **Southeastern Library Association (SELA)**, which includes the state of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Arkansas, North Carolina, Tennessee, Virginia, West Virginia, and South Carolina. This regional association holds a biennial conference, usually in the fall, in conjunction with the conference of one of the member state associations.

Southeastern Library Association
SELA Administrative Services
P.O. Box 950
Rex, GA 30273
678-466-4334 phone
678-466-4349 fax
http://selaonline.org/

National Associations

National library organizations welcome participation by Trustees and librarians alike.

**United for Libraries** is a national organization for members of Boards of Trustees, Library Foundations, Friends groups and their administrators. United for Libraries is a division of the American Library Association formed in 2009 when the Friends of Libraries U.S.A. and the Association of Library Trustees and Advocates merged. Through this partnership, United for Libraries brings together libraries’ voices to speak out on behalf of library services and free public access to information. United for Libraries provides a newsletter that deals with Friends, Foundation and Trustees issues called *The Voice*.

United for Libraries
859 W. Lancaster Ave.
Unit 2-1
Bryn Mawr, PA 19010
(800) 545-2433 ext. 2161
united@ala.org
Membership forms:
http://www.ala.org/united/sites/ala.org.united/files/content/membership/unitedforlibrariesmembershipform0115.pdf

The **American Library Association** (ALA) is the national association for librarians, Trustees and others interested in library concerns. ALA sponsors national conferences every summer and winter, and publishes books and journals on professional issues, including its news journal, *American Libraries*. The Washington Office of ALA is a very effective advocate in national library-related issues and concerns.

American Library Association
50 E. Huron Street
Chicago, IL 60611
1-800-545-2433
ala@ala.org,  http://www.ala.org/

ALA Washington Office
1615 New Hampshire Avenue, N.W., First Floor
Washington, D.C. 20009-2520
800-941-8478
alawash@alawash.org
Publication:  *American Libraries*

**Association of Library Trustees, Advocates, Friends and Foundations**
(a Division of ALA)  ALTAFF helps Trustees and Friends work together at the local, state, and national levels to effectively promote and advocate for libraries, encouraging the development of library Foundations, and engaging corporate supporters to unite and strengthen voices in support of libraries.

109 S. 13th Street, Suite 3-N
Philadelphia, PA 19107
800-545-2433, ext. 2161

http://www.ala.org/united/trustees

The **Public Library Association** (PLA) is the division of ALA which provides similar services for public librarians. PLA sponsors its own national conferences as well as programs at ALA conferences.

http://www.ala.org/pla/
Program Coordinator: Julianna Kloeppel (in 2015)
800-545-2433, ext. 5026
jkloeppel@ala.org

Ms. Kloeppel serves as contact for members who want to learn about the organization and its programs.

Connections for Trustees at the State Level

The South Carolina State Library
1500 Senate Street, Columbia, S.C. 29201
http://www.statelibrary.sc.gov
803-734-4611

The South Carolina State Library is a state agency whose mission is to improve library services throughout South Carolina, and ensure all citizens access to libraries and information resources. The State Library is governed by a seven-member board appointed by the Governor.

The services of the State Library provided to citizens and to public libraries include:

- Books, periodicals and other materials related particularly to South Carolina government
- Reference services online, by telephone, and on site
- Direct access to research materials for users referred from other libraries
- Web pages linking to information of all kinds
- Coordination of activities for the Library of Congress Center for the Book in South Carolina
- DISCUS -- South Carolina's Virtual Library -- provides all South Carolinians with access to an electronic library of essential information resources, including selected databases

South Carolina State Library programs which support public library development include:

- **Public Library Standards**: Encourages the ongoing development of quality library services in South Carolina. The program is based on the publication, *Standards for South Carolina Public Libraries*, in revised editions, developed by a committee of public librarians and state library consultants.

- **Consultants** provide services to local library staff and Trustees.
Consulting staff are available to work with local libraries on any number of issues or topics of concern: Technology, budgeting, planning, collection evaluation, reference services, Library Board development, and programming.

- **Continuing Education**, offered by the State Library through workshops for library staff and Trustees.

- **Summer Reading Program**, an annual statewide program coordinated by the State Library which promotes children's reading through thematic materials such as bookmarks, posters, reading logs, and a programming manual.

- **Certification**, aids library boards and librarians in selecting competent personnel and gives the taxing bodies assurance that the public funds are spent for quality service. The program applies only to persons currently employed in full time positions in South Carolina public libraries.

- **Library Services and Technology Act (LSTA)**, which authorizes federal aid for libraries and is administered by the State Library. These funds are an annual appropriation to the State Library to provide services and assistance to libraries. For current information on LSTA, contact the South Carolina State Library.

- **State Aid**, funds allocated by the State Legislature each year for county and regional libraries. These grants-in-aid are administered by the State Library. The State Aid program in South Carolina is designed to supplement, not supplant, local library support.
Chapter 16 - Glossary of Terms

The profession of librarianship has a language all its own. Understanding these terms and acronyms will help Trustees and librarians communicate!

Access -- Availability of the library and services to residents of an area served. In a larger sense, the ability to reach sources of information through a library and its links to other sources.

Accessibility -- A measurement to identify the extent to which there is a continuous, unobstructed path connecting all elements and spaces in a building or facility that can be negotiated by a severely disabled person using a wheelchair and that is also safe for and usable by people with other disabilities.

Accredited Library School Program -- A college or university offering a library education program meeting standards of the American Library Association and officially accredited by a committee of ALA. The University of South Carolina, College of Library and Information Science, is the only ALA accredited library education program in South Carolina.

ADA (Americans with Disabilities Act) -- National legislation which protects the rights of persons with disabilities.

APLA (Association of Public Library Administrators) -- The South Carolina organization for public library directors.

Architectural Barriers -- Those elements of a site, building, or facility that prevent ease of use for all persons.

Association of Public Library Administrators. See APLA.

Bibliographic Database -- A online listing of books, periodicals, or other library materials from which information can be extracted by searching in various ways.

Catalog -- A file of bibliographic records created according to specific, uniform principles of construction which describes the materials in a collection, a library, or a group of libraries. It may be in the form of a card catalog, a book catalog, or an online catalog.

Certification -- The action taken by the South Carolina State Library on the
professional or pre-professional qualifications of librarians and library workers in public libraries. Certification aids the library board and librarians in selecting competent personnel; it gives the taxing bodies some assurance that the public funds are spent for quality service; and it improves the status of librarianship as a profession.

**Circulation Per Capita** -- A measurement comparing the use of the library collection(s) to the size of the service population.

**Collection Development** -- A planned process of acquiring library materials to meet the needs of a library’s community. It includes such activities as assessing user needs, adopting a collection development policy, studying collection use, selecting materials, maintaining the collection, weeding, etc.

**Community Needs Assessment** -- The process of collecting information about the library and its community. Methods of collecting information may include an analysis of census data, a review of published and unpublished statistical data, local reports and surveys that have been published by other agencies, collection of output and input measures for library services, surveys and focus groups.

**Continuing Education** -- Opportunities provided for library personnel to improve and grow in their profession.

**County Library** -- A free public library for the use of the whole county which is established, maintained, and supported through taxation by a county and whose board of Trustees is appointed by the county authority.

**Database** -- A systematic organization of information stored in a computer, on a network, or on the Internet for ease of searching and retrieval.

**Database Searching** -- The use of a computer to search the specialized electronic databases mounted on a local server or on the Internet.

**Direct Cost** -- Documented expenditures for a program (purchases made for program operations and activities)

**Disabled** -- Persons with significant limitations in using specific parts of the environment.

**Enhanced** -- A benchmark for library services which indicates a moderate, mid-level of service and/or operating for libraries in South Carolina.
**Essential** -- A benchmark for library services which indicates a minimum level of service and/or operating for libraries in South Carolina.

**Evening Hours** -- Public service hours provided by the library after 5:00 pm.

**Exemplary** -- A benchmark for library services which indicates a high level of service and/or operating for libraries in South Carolina.

**Expenditures Per Capita** -- A measurement comparing expenditures made for the library by a county to the size of the service population.

**Facility** – Any stationary location (a building or buildings) associated with the library. This includes the headquarters and branches but not the bookmobile(s), story van(s), or outreach van(s).

**Focus Groups** -- A group consisting of 8-12 people who agree to participate in a structured but informal discussion of issues related to products or services of the library or organization.

**FOSCL -- See Friends of South Carolina Libraries**

**Free Access** -- In a library which allows free access, no fees are assessed for services (interlibrary loan, reserves, online searches, etc.) or for any equipment or materials that are part of the circulating collection (books, videos, art prints, AV equipment, etc.). A library with free access may charge for any products meant for patron consumption (i.e., items that patrons pay for and keep) such as photocopies, printouts, and computer supplies. Fines and penalties are not considered fees.

**Freedom of Information Act (South Carolina)** – Title 30, Public Records: Chapter 4 Section 30-4-10 through 30-4-165 of the South Carolina Code of Laws, dealing with the requirement that meetings of government bodies must be open to the public.

**Friends of South Carolina Libraries** – A statewide group working to enlarge public support, understanding, and use of libraries. The organization holds an annual meeting to provide opportunity for local Friends groups to discuss issues of interest and share ideas.

**Friends of the Library** -- An organization of interested individuals formed to support a particular library through public relations and fund raising efforts.
FTE -- Full-time equivalent. To compute full-time equivalent (FTE) of employees, take the number of hours worked per week of all employees and divide by the number of hours in the library's full time work week. For comparison with other libraries, use 40 as the number of hours in the full time work week.

Goals -- A goal sets a broad direction or establishes a broad purpose for the library to achieve. A goal is not measurable and does not fall within a fixed time frame (for example, to improve library services to the elderly).

Handicapped -- Persons with significant limitations in using specific parts of the environment.

Headquarters -- The operational center of the library. Usually administration, collection processing, and the principal collections are housed here.

Holdings -- Holdings are the cataloged and uncataloged items in the libraries’ collections.

Holdings Per Capita -- A measurement comparing the use of the size of the library collection(s) to the size of the service population.

ILL (Interlibrary Loan) -- The function of one library borrowing materials from another library for a person who requests the book, video, or other material.

Index of Local Financial Effort -- A measurement of comparison between the funds provided by a county for library services and the county's total revenue.

Interlibrary Loan. See ILL.

Library System -- A library system established by action of the government agencies and governed by a single board of Trustees.

Long Range Plan -- A document adopted by a library's governing board outlining the goals, objectives, and action plans for the library's operation and development over a 3-5 year period.

Marketing -- Marketing is the strategic plan that promotes services offered by a library to specific audiences with specific results intended. Marketing may incorporate public relations and will involve a variety of communication tools to promote a service or services.
Mission Statement -- A concise expression of the library's purpose. It builds on, but is not limited to, the roles chosen by the library.

MLS or MLIS -- Master's Degree in Library and Information Services from a college or university.

Non-Resident -- A person who resides outside the legal service area of a public library.

Objective -- A measurable result to be achieved in a specific time period (for example, “Increase the circulation of large print books by 25%” by a particular date).

OPAC (Online Public Access Catalog) -- A computer based and supported library catalog designed to be accessed via terminals so that library users may directly search for and retrieve information about library holdings.

Outlet -- Refers to all the service points of the library, including the headquarters, branches, bookmobile(s), story van(s), outreach van(s), and outreach sites.

Output Measures -- Measurements which reflect the results or outcomes, the effectiveness and the extensiveness of the services delivered by the library. Examples of useful output measures for public libraries are: circulation rates, patron registration, number of programs, program attendance, number of visitors, etc.

Outreach Service -- Library programs that are conducted offsite. Examples of outreach services include bookmobile service, books-by-mail, services to day care programs, homebound services, story times conducted at public schools, etc.

Periodical -- A serial (typically a magazine or newspaper) appearing on at regular or stated intervals; each issue is numbered and dated separately.

Plan -- A document that projects 3-5 years into the future and outlines the library's goals and objectives for maintaining and developing collections and services to meet the community's needs. Development of such a plan usually involves the staff, the board of Trustees, and the general public.

Preservation -- The activities associated with maintaining library and archival materials for use, either in their original physical form or in some other usable way.
**Professional Librarian** -- A person who holds a Master’s Degree in Library and Information Services.

**Professional Staff** -- Persons whose regular assignment requires either a college degree or experience of such kind and amount as to provide a comparable background -- e.g., accountants, system analysts, computer programmers.

**Readers Advisory Service** -- An information contact which incorporates the idea of personal guidance in the selection of materials for reading, viewing, and listening.

**Reference Collection** -- A collection of books and other materials in a library, useful for supplying authoritative, up to date information, kept together for convenience in providing information service, and generally not allowed to circulate.

**Reference Transaction** -- An information contact which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. It includes information and referral services. The request may come in person, by phone, by fax, mail, or electronically from an adult, a young adult, or a child.

**Regional Library** -- A library system that encompasses (typically) more than one county’s library services and facilities, established by joint action of the government agencies (counties) and governed by a single board of Trustees.

**Registered Borrower** -- A library user who has applied for and received an identification number and/or a “borrower’s card” (typically a plastic card containing a magnetic information strip) from the public library.

**Resident** -- A person who resides in the legal service area of a public library.

**Resource Sharing** -- A term covering a variety or organizations and activities engaged in jointly by a group of libraries for the purpose of improving services and/or cutting costs. Interlibrary loan is a typical method of resource sharing.

**Service Population** -- All people eligible to use the library.

**Staff Development** -- A sustained effort to improve the overall
effectiveness of personnel in the performance of their duties.

**Support Staff** -- A general term used in personnel classification to designate all the non-professional library personnel.

**Tort Insurance** -- Insurance covering library Trustees, staff, and volunteers against wrongful acts, damages, or injury done willfully, negligently, or in circumstances involving strict liability, but not involving breach of contract, for which a civil suit can be brought.

**TTD/TTY** -- Telecommunications device for the deaf.

**Turnover Rate** -- A measurement comparing the use of the library collection(s) to the size of the collection(s).

**Weeding** -- A part of collection development which includes the removal of materials no longer of value to the library collection.

** Weekend Hours** -- Public service hours provided by the library on Saturday and Sunday.
Chapter 17 - Library Documents and Legislation

I. ALA Intellectual Freedom Documents
   a. Library Bill of Rights
   b. The Freedom to Read
   c. Sample Complaint Form

II. Statewide Library Act 564 of 1978 (including duties of Library Boards of Trustees)

I.a. 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.

1. 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.

2. 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.

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

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

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

6. 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.

1.b. The Freedom to Read

A joint statement by the American Library Association and the Association of American Publishers

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 books from sale, to censor textbooks, to label “controversial” books, 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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are pressured 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. 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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

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 stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 which are unorthodox or unpopular with 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 which 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 contained in the books they make available. It would conflict with public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books 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 determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. 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 which 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 literature 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, taste differs, and taste cannot be legislated nor can machinery be devised which 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 with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.**

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. 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 impose their own standards or tastes upon the community at large.**

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.

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 expended on the trivial; it is frustrated 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 their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens 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 books. We do so because we believe that they are good, 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 at the American Education Publishers Institute to become the Association of American Publishers.


A joint statement by:
American Library Association
Association of American Publishers

Subsequently Endorsed by:
American Booksellers Association
American Booksellers Foundation for Free Expression
American Civil Liberties Union
American Federation of Teachers AFL-CIO
Anti-Defamation League of B’nai Brith
Association of American University Presses
Children’s Book Council
Freedom to Read Foundation
International Reading Association
Thomas Jefferson Center for the Protection of Free Expression
National Council of Teachers of English
P.E.N. - American Center
People for the American Way
Periodical and Book Association of America
Sex Information and Education Council of the U.S.
Society of Professional Journalists
Women’s National Book Association
YWCA of the U.S.A.
I.c. Sample Complaint Form

Statement of Concern about Library/Media Center Resources

[In this space, enter the name and contact information of Library Director, staff, or Library Board member to whom the form should be returned.]

Customer Name __________________________ Date __________________

Customer Street Address ______________________________________

City __________________ State ______ Zip ______ Phone ______________

1. Resource about which you are commenting:
   _____ Book  _____ Audio item or video/DVD
   _____ Magazine  _____ Content of a Library Program
   _____ Newspaper  _____ Other (Describe: ______________________)

   Title _______________________________________________________

   Author/Producer _____________________________________________

2. What brought this material to your attention?
   ___________________________________________________________________
   ___________________________________________________________________

3. Please comment on the material as a whole as well as being specific about those matters which concern you. (Use other side if needed.)
   ___________________________________________________________________
   ___________________________________________________________________

Optional: What materials do you suggest to provide additional information on this topic?
II. South Carolina Statewide Library Act (SC Code Ann. 4-9-35 through 4-9-39)

Section 1. The General Assembly finds that county public libraries make a substantial contribution to the education and recreation of the residents of the state and merit the continued interest and support of State and local government. By this act the General Assembly seeks to clarify the status of county public libraries under the 'home rule legislation', to define the relationship between county government and county library systems, and to insure the continued operation and support of such libraries on a uniform basis.

Section 2. The 1976 Code is amended by adding:

SECTION 4-9-35. County public library systems; Boards of Trustees

(A) Each county council shall prior to July 1, 1979, by ordinance establish within the county a county public library system, which ordinance shall be consistent with the provisions of this section; provided, however, notwithstanding any other provision of this chapter, the governing body of any county may by ordinance provide for the composition, function, duties, responsibilities, and operation of the county library system. County library systems created by such ordinances shall be deemed a continuing function of county government and shall not be subject to the provisions of Section 4-9-50 except as state funds are specifically appropriated under other provisions of law.

(B) Each county public library system shall be controlled and managed by a board of Trustees consisting of not fewer than seven nor more than eleven members appointed by the county council (council) for terms of four years and until successors are appointed and qualify except that of those members initially appointed one-half of such appointees less one shall be appointed for terms of two years only. Previous service on a county library board prior to the enactment of the county ordinance establishing the board shall not limit service on the board. Vacancies shall be filled in the manner of the original appointment for the unexpired term. To the extent feasible, members shall be appointed from all geographical areas of the county.

(C) The board shall annually elect a chairman, vice-chairman, secretary, treasurer and such other officers as it deems necessary. The board shall meet not less than four times each year and at other times as called by the chairman or upon the written request by a majority of the members.
SECTION 4-9-36. Duties of Boards of Trustees

The board as provided for in Section 4-9-35 shall be authorized to exercise powers as to the policies of the county library which shall not be inconsistent with the general policies established by the governing body of the county, and pursuant to that authority shall be empowered to:

(1) Employ a chief librarian whose qualifications and credentials shall meet the certification requirements of the State Library Board, and who shall be responsible to the county library board for the administration of the program and the selection of library staff members required to carry out the functions of the library system.

(2) Purchase, lease, hold and dispose of real and personal property in the name of the county for the exclusive use of the county public library system. Provided, however, any such conveyance, lease or purchase of real property shall be by the county governing body in accordance with the provisions of Sections 4-9-10 et seq. and Sections 5-1-10 et seq., as amended.

(3) Acquire books and other library materials and provide for use thereof throughout the county.

(4) Accept donations of real property, services, books and other items suitable for use in the library system.

(5) Designate or mark equipment, rooms and buildings, and other library facilities to commemorate and identify gifts and donations made to the library system.

(6) Cooperate or enter into contracts or agreements with any public or private agency which results in improved services or the receipt of financial aid in carrying out the functions of the library system. Provided, however, such contracts and agreements shall be subject to approval by the governing body of the county.

(7) Enter into contracts or agreements with other counties to operate regional or joint libraries and related facilities. Provided, however, such contracts and agreements shall be subject to approval by the governing body of the county.

(8) Receive and expend grants, appropriations, gifts and donations from any private or public source for the operation, expansion or improvement of the
library system.

(9) Take any actions deemed necessary and proper by the board to establish, equip, operate and maintain an effective library system within limits of approved appropriations of county council.

SECTION 4-9-37. Additional duties of boards of Trustees

In addition to the powers and duties prescribed in Section 4-9-36 the board shall:

(a) Provide and make available to the residents of the county books and library materials and in the fulfillment of this function shall establish a headquarters library and may establish branches and subdivisions thereof in appropriate geographical areas of the county within the limits of available funds. The board may operate one or more bookmobiles over routes determined by the board.

(b) Adopt regulations necessary to insure effective operation, maintenance and security of the property of the library system. Provided, however, such regulations shall not be in conflict with policy or regulations established by the county governing body.

(c) Annually at a time designated by the county council submit to the council a budget for the ensuing fiscal year adequate to fund the operation and programs of the library system. Such budget shall list all funds which the board anticipates will be available for the operation of the library system. All funds appropriated, earned, granted or donated to the library system, including funds appropriated by the county council, shall be deposited and expended as provided for by the ordinance in each county establishing the library system. All funds appropriated, earned, granted or donated to the library system or any of its parts shall be used exclusively for library purposes. All financial procedures relating to the library system including audits shall conform to the procedures established by the county council.

(d) Annually file a detailed report of its operations and expenditures for the previous fiscal year with the county council.

SECTION 4-9-38. Status of donations for tax purposes; applicability of state laws

All county public library systems established pursuant to Section 4-9-35 are deemed to be educational agencies and gifts and donations of funds or
property to such systems shall be deductible by the donors for tax purposes as provided by law for gifts and donations for tax purposes.

All state laws and regulations relating to county public library systems shall apply to library systems created pursuant to Section 4-9-35.

All employees of a county public library system shall be subject to the provisions of item (7) of Section 4-9-30.

**SECTION 4-9-39. Funding of systems; transfer of assets of former libraries**

County public library systems shall be funded by annual appropriations by the county council including millage, if any, levied specifically for the county public library system plus aid provided by the state and federal governments and other sources. If any county council levies a tax specifically for the support of a county public library system, such tax shall apply to all persons and corporations subject to school taxes.

All assets and property, both real and personal, owned by any county library prior to the creation of a library system under Section 4-9-35 shall be transferred to the county by the persons or entities owning title thereto provided, however, any decision to sell or otherwise transfer the property for use other than for library purposes must be made by two-thirds majority of the county governing body.

**Present members of boards:**

Section 3.
Notwithstanding the provisions of Section 4-9-35 (B) of the 1976 Code added by Section 2 of this act, members of any county library board serving an unexpired term when a new board is created by county ordinance pursuant to the provisions of such section 4-9-35 shall continue to serve on the board until the expiration of such unexpired term, or until July 1, 1982, whichever date is earlier regardless of the numerical composition of the newly created board which would result from such continuing service.
Library boards continuously guide, shape, and build library services for their community as they make judgments on money, buildings, programs and staff. The challenge is to make these decisions based on a carefully considered written plan. The purpose of planning is to anticipate both opportunities and problems.

**Planning involves the following basic questions:**

1. **What is our purpose?**

   The library mission is a brief statement of the library’s purpose, which sets the focus for the planning. While somewhat general, the statement should summarize the library’s major areas of emphasis.

2. **Where are we now?**

   Every library board has a fundamental duty to develop an effective library plan. A good plan becomes a road map for the library. It assists the board and the director in making decisions that are the best ones for the community being served. It also publicizes the library’s priorities and its vision of the future.

   The plan should reflect intense examination of the following questions:

   - What is the present state of the library? How is the library meeting the needs of the community? What are the economic, political, cultural and technological factors that have an impact on library services? What trends can be identified as being significant to the library? What role does the library want to play in the community?

   - Where should the library be in the future? What is the mission of the library? What are the goals? What does the library want to accomplish?

   - How will the library get to the future? What steps should be taken? Who has responsibility for each step?

   - How will the board determine when the plan has succeeded? What measurements will be used?

Planning involves looking at what is possible and considering a wide range of alternatives. Open-mindedness and creativity are paramount in developing a plan, which will direct the most effective use of library resources. Board members
must keep in mind the present and future needs of the entire community served by the library. Planning is a board/director partnership.

3. Where do we want to go?

Goals and objectives describe the conditions, which must be achieved in order to support the library’s mission. Both goals and objectives describe what the library should accomplish, not how it will accomplish those results.

**Goals** are general, non-measurable descriptions of conditions or accomplishments, which will support the library mission.

**Objectives** are specific, measurable, time-limited descriptions of desired results. Achievement of objectives will be the basis for assessment of success in meeting library goals.

A resource for planning is *South Carolina Public Library Standards*, published by the South Carolina State Library. This document, developed with input from the public library community, encourages the ongoing development of quality library service in South Carolina. Used as a planning tool, it assists libraries in setting goals and objectives based on service standards.

4. How will we get there?

Activities are specific steps, which will be taken in order to meet stated objectives. The activities will state how each objective can be met. For every objective, a number of possible activities should be identified and analyzed. The analysis should include the potential impact of each activity on the objective, the likelihood of success, and the cost and impact on other library activities. One or more activities should be selected for each objective.

5. How do we know what we accomplished?

After the plan has been finalized and implemented, the planning process shifts to review and evaluation. The board will monitor the plan’s progress. Have any goals been accomplished? Are parts of the plan out of date and in need of amendment? Are there new elements that need to be added to the plan? Plans are not set in stone. They are dynamic documents that, at times, need to be changed. While mission statements are not apt to be changed for a long time; goals, objectives and action steps are likely to be altered in the review process. Existing plans should be reviewed and updated at least annually.
Recruiting Public Library Directors: 
Procedures for South Carolina County Library Boards of Trustees

Library Development Department
Kathy Sheppard, Director
ksheppard@statelibrary.sc.gov | (803) 734-8653

South Carolina State Library
1500 Senate Street | Columbia, SC 29201
(803) 734-8666
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Timetable for Recruiting and Hiring a Library Director</td>
<td>4</td>
</tr>
<tr>
<td>Current State of the Library</td>
<td>5</td>
</tr>
<tr>
<td>Qualities, Skills and Experience of Library Directors</td>
<td>5</td>
</tr>
<tr>
<td>The Search Committee</td>
<td>6</td>
</tr>
<tr>
<td>Creating the Position Description</td>
<td>7</td>
</tr>
<tr>
<td>Using Executive Search Firms</td>
<td>7, 17</td>
</tr>
<tr>
<td>Recruitment Process</td>
<td>7</td>
</tr>
<tr>
<td>Standard Application Components</td>
<td>8</td>
</tr>
<tr>
<td>Receiving and Reviewing Applications</td>
<td>8</td>
</tr>
<tr>
<td>Screening Applicants</td>
<td>9-10</td>
</tr>
<tr>
<td>Planning and Preparing for Interviews</td>
<td>10</td>
</tr>
<tr>
<td>Scheduling and Conducting Interviews</td>
<td>10</td>
</tr>
<tr>
<td>Post-Interview Discussion</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation Criteria</td>
<td>12</td>
</tr>
<tr>
<td>Ranking the Candidates</td>
<td>13</td>
</tr>
<tr>
<td>Making the Offer</td>
<td>13</td>
</tr>
<tr>
<td>Additional Considerations</td>
<td>14</td>
</tr>
<tr>
<td>Appendix 1: Sample Job Descriptions</td>
<td>15</td>
</tr>
<tr>
<td>Appendix 2: Recruitment Firms &amp; Advertising</td>
<td>16-19</td>
</tr>
<tr>
<td>Appendix 3: Sample Employment Application</td>
<td>21-23</td>
</tr>
<tr>
<td>Appendix 4: Supplemental Questionnaire</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 5: Recommendation Forms</td>
<td>25</td>
</tr>
<tr>
<td>Appendix 6: Script for Telephone Reference Calls</td>
<td>26</td>
</tr>
<tr>
<td>Appendix 7: Sample Letters</td>
<td>27-29</td>
</tr>
<tr>
<td>Appendix 8: Sample Interview Questions &amp; Procedure</td>
<td>30</td>
</tr>
<tr>
<td>Appendix 9: Problems with Interviews</td>
<td>32</td>
</tr>
<tr>
<td>Appendix 10: Illegal Interview Questions</td>
<td>33-34</td>
</tr>
<tr>
<td>Appendix 11: New Library Director Orientation</td>
<td>35-37</td>
</tr>
</tbody>
</table>
RECRUITING A NEW LIBRARY DIRECTOR

Introduction

Recruiting and hiring a Library Director is the most important single act undertaken by a County Library’s Board of Trustees. In South Carolina, state law gives every County Library Board clear responsibility for hiring a County Library Director. The administrative aspects of this responsibility will vary a little from county to county. The County Library Board represents the public and is in the best position to know the needs and expectations of the community for its Library.

The Library Board seeks the best possible Director for the Library system, recognizing that the Director represents the Library’s image in the community. Hiring the wrong person to manage and direct the personnel and activities of a County Library system is much more costly in dollars and in stress on the organization, than taking the time up front to carefully match the right applicant to the job. The Library Director is key to the progress the Library can be expected to make.

Throughout the recruitment and hiring process, the Library Board must strive to:

- Attract a pool of qualified applicants for the position of Director
- Hire a Director who will best “fit” the Library at its current stage of development, as well as prepare the Library for the future
- Implement a fair and efficient hiring process
- Maintain confidentiality throughout the hiring process
- Assist the new Director in getting off to a good start

This document is intended to aid Library Boards in recruiting and hiring new Library Directors. The guidelines on pages 5-16 of this manual provide a step-by-step plan for the process. Sample job descriptions, employment application, interview scripts and other forms are appended; the Board may use or adapt these as needed.

Users of this manual are encouraged to contact the South Carolina State Library to suggest improvements to the manual or to obtain further assistance. The State Library’s goal is to help Library Boards to locate and hire Library Directors who will lead the State’s public libraries into the future with competence, energy and vision.
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1       | Search Committee Appointed  
          | Search Committee Orientation Meeting  
          | Review procedures in this Manual  
          | Establish target date for filling the position |
| 2-3     | Create and post advertisements  
          | Set deadline for receiving applications at end of Month 3  
          | Prepare for interviews |
| 4       | Review applications  
          | Schedule interviews |
| 4-5     | Conduct interviews  
          | Check references  
          | Offer position to top candidate  
          | Follow up with remaining candidates |
| 6       | New Director reports for work |
Current State of the Library

At the beginning of the recruitment and hiring process, the Board should take a “snapshot” view of the Library system, identifying existing challenges the new Library Director will face. These points will help the Board in creating the position description and the interview questions, and may include:

- Planning and building new facilities
- Selecting, installing, and maintaining the integrated automation system and other technological innovations
- Hiring, retaining, and developing staff
- Library Board development and training
- Establishing policies and procedures
- Building positive community relations throughout the County
- Activating or developing a Friends of the Library group
- Improving communications between the Library, Library support groups, county officials, other community agencies
- Developing a strategic plan for the Library
- Working on public relations and marketing Library services
- Improving collection development practices in the Library
- Any unique or impending issues

Required Qualities, Skills and Experience

What kind of Library Director does your Library need? What personal and professional characteristics are important to ensure good management for the Library? How much experience and what skills are required? How willing is the Board to hire a Director who may have limited experience, but great potential for learning on the job? These points should be discussed before beginning the recruitment process.

Requisite/important skills and experience for Library Directors include:

1. Graduation from an accredited Library School with a Master’s Degree in Library and Information Science (MLIS)
2. Relevant experience in managing personnel
3. Knowledge of short- and long-range and strategic planning processes
4. Fiscal management skills -- preparing and managing a budget
5. Personnel management skills and experience:
   - Selecting and hiring staff
   - Staff development and training
   - Deploying/assigning staff, delegating
   - Dealing with poor performers and/or attendance problems
   - Training and instructing
   - Managing conflict
   - Involving staff as resources in decision making
   - Conducting staff meetings
6. Experience with or in-depth knowledge of conducting and managing Public Services and outreach, including Reference Services, Children’s Services, programming for all ages, utilizing local and statewide resources and support systems to improve services
7. Awareness of state-of-the-art technology and innovations in libraries
8. Experience with or in-depth knowledge of collection development processes and policies
9. Ability to establish a good relationship with the Board, to work with the Board on policy recommendations, and to implement Board decisions
10. Public relations, community involvement:
   - Communicating with the public
   - Promoting the Library and its services
   - Communicating with support groups (i.e. Friends of the Library, local charitable organizations)
   - Communicating and working effectively with local education providers
11. Activity in professional organizations
12. Knowledge of operational and maintenance considerations of the physical facility

**The Search Committee**

The Library Board as a whole can perform all the activities of the recruitment and hiring process, or a sub-committee of Board members may be appointed to conduct all or particular activities. For example, a Search Committee consisting of three or four Board members may be appointed to recruit, accept and review applications, and recommend candidates for the entire Board to interview.

Here is a typical hiring process conducted by a Search Committee:

1. The Search Committee meets initially with the County Personnel Director to review the hiring process.
2. The County Personnel Director or other human relations staff explains the County’s standard recruitment procedures, and discusses the salary and benefits for the position. Interview questions and procedures, and compliance with local, state, and federal regulations, are discussed.
3. The Library Board approves a budget for the hiring process to include costs of advertising the position and potential travel expenses for candidates.
4. Search Committee members are assigned to each element of the recruitment and interview process:
   a. General oversight of the process
   b. Write the position description
   c. Write and place job announcements and advertisements
   d. Receive and reply to requests for applications
   e. Receive and acknowledge completed applications
   f. Respond to telephone and email questions from applicants
   g. Photocopy applications and other materials received from applicants
h. Contact candidates by telephone, and set up interviews  
i. Mail information packets to candidates who will be interviewed  
j. Act as interviewer-in-charge: Greet and introduce candidates, provide general information about the interview process, close the interview.

**Working with a Recruitment (Executive Search) Firm**

A number of nationwide search firms handle placements for Librarians and Library Directors. Search firms act as “matchmakers” between libraries and job seekers. The firm creates appealing and competitive position descriptions, places advertisements in appropriate venues, locates and contacts job seekers, and matches them with appropriate professional openings. Many librarians, especially those seeking directorships, utilize these firms to assist them in a nationwide job search.

Recruitment firms can handle much of the recruitment process for a library position, but there are fees for these services. The Library Board should consult with County Personnel about local policy for utilizing such firms.

A list of firms that offer placement services for library personnel is included in Appendix 2.

**Create the Position Description**

The Search Committee creates the Library Director position description. See Appendix 1 for sample descriptions. Position descriptions must be current and relevant.

1. Define the minimum skills, experience, qualifications and desired characteristics for candidates.  
2. Include an attractive description of the library system and the jurisdiction (city, regional setting, proximity to other metropolitan areas); create a favorable impression of the surroundings and amenities  
3. Determine the hiring salary range. Salary must be competitive to attract well-qualified candidates, and should be in keeping with Library Directors’ salaries in South Carolina cities of similar size. Decide if relocation costs will be included in the compensation package.

**Recruitment Process**

1. Create a complete and informative printed advertisement based on the Library Director position description. See Appendix 2 for advertising venues and sample ads.

*Helpful hint:* The ad should help potential applicants to “screen” themselves, that is, determine whether this job is a good fit from the applicant’s own perspective. Use very specific language about desired skills and educational level to discourage unqualified applicants.
Helpful hint: Don’t reinvent the wheel! Utilize existing personnel descriptions and advertisements, but make sure they reflect the specific desires of your community.

2. The advertisement should:
   a. Include the deadline by which all applications must be received
   b. Require a resume and a minimum of three references
   c. Include clear contact information: Where do candidates send their material? Can they send materials by email? By fax? Who can they call with questions?

3. Conduct a broad search. Bring the position to the attention of the national market of possible candidates in order to attract a large pool of qualified applicants.

Helpful hint: It is the case in 2006 that small, rural libraries seldom have as many as 10 qualified applicants from all over the U.S. While this situation may change in coming years, it is a fact that there are rarely enough qualified candidates in any one State who are prepared to direct a library.

4. Place/post the advertisement in:
   • Professional journals (Appendix 2)
   • South Carolina State Library’s Internet site and other Internet job posting sites
   • Graduate library schools in the Southeast
   • The Sunday issue of local and regional newspapers.

5. Post the notice for current staff to see. Qualified staff members may want to apply.

6. If it proves difficult to attract a pool of qualified applicants, the Library Board may consider advertising the position and conducting interviews at the American Library Association (ALA) Conferences. Many job-seeking Librarians attend these conferences, held in January and in June each year.

Standard Application Forms

1. Receive and reply to requests for an application. Send a packet to each applicant, including:
   a. Cover letter (Appendix 7, Form Letter #1)
   b. Copy of the job description
   c. Standard application form (Appendix 3)
   d. Information about the Library and the community

2. A supplemental questionnaire may be sent along with the application form, which will give the Search Committee more specific information about each candidate (Appendix 4.)

3. Instruct candidates to return the application form (and the questionnaire, if used) within two weeks of receipt.

Helpful hint: Never accept a resume in lieu of a completed application form. A standard application form requires a signature giving permission to check with the applicant’s present and former supervisors to verify prior work experience.
Receive and Review Applications

1. Designate one member of the Search Committee to be responsible for all correspondence and paperwork regarding the application process. The person appointed must record, and keep the Search Committee fully informed of, all applications, questions from applicants, and responses made to applicants.

2. Keep photocopies of all correspondence. All telephone conversations with applicants must be noted. Full record keeping will protect the Board should any applicant challenge the recruitment procedures.

3. The Search Committee and the Library Board must keep all activity related to the recruiting process strictly confidential.

4. From time to time, Library staff should be given a status report with such general information as total number of applications received to date, number of applicants to be interviewed, etc. Names of candidates and personal information about them should never be discussed with staff.

5. If an applicant indicates that a placement folder is available from his/her Library School, request the folder from the school. The S.C. State Library can provide library school addresses and telephone numbers.

6. Review applications and other materials as they are received. A complete application should include:
   - A full resume
   - A completed application form, with signature authorizing the library to verify employment with the applicant’s present and former supervisors
   - A completed supplementary questionnaire (optional)
   - Letters of recommendation

7. As materials are received from each applicant, they should be photocopied (one copy for each member of the Search Committee) and organized for easy retrieval. Files should be ready for the Search Committee or Library Board members to look at any time.

8. The Search Committee should contact the Board Chair regularly to report the status of the recruitment process.

9. Search Committee, Library Board members, and Library staff must all understand that it is unethical to discuss specific candidates outside of official Search Committee or Library Board meetings. Board members must not answer—even informally—any questions about the applicants from staff or others.

Screen Applicants

1. The Search Committee reviews applications with the goal of narrowing them down to a set of at least three promising applicants.

2. Often, the Committee will immediately identify some applicants who do not meet the minimum qualifications, or who will otherwise clearly be unqualified for the position. Remove these from the process, and send the applicants a rejection letter (Appendix 7, Letter# 2,3,4,5)
3. Examine candidates’ responses to the Supplemental Questionnaire, if used.
4. Verify that the candidates’ MLIS degrees are from accredited Library Schools. A complete list of programs and degrees accredited by COA (ALA) can be found at www.ala.org/alaorg/oa/lisdir.html (or consult the S.C. State Library.)
5. Consider past accomplishments as a predictor of future performance.
6. Scan the application form for "reasons for leaving" a previous job. The words "fired" and "quit" should obviously send up red flags, but no information at all is also worrisome. The best reason for leaving a previous job is "to take a better job."
7. Look for evidence of promotions and increasing levels of responsibility. Note whether the person has jumped around frequently from one job to another (with no corresponding increase in responsibility), or has unexplained long gaps in employment.
8. Discuss and compare impressions based on the application materials, and identify the three best-qualified applicants.
9. Depending on the length of the hiring process, at this point the Committee may contact the top applicants by telephone or by letter, to obtain confirmation of interest in the position.
10. Less-qualified applicants may merit further review, depending on continued interest of the top candidates. Set these second-level applicants aside temporarily.

Plan and Prepare for Interviews

1. Prepare and mail a packet of materials to each candidate to be interviewed. Include:
   a. A confirmation letter and an agenda for the day of the interview. Mention in the letter whether travel expenses will be covered.
   b. Directions/map to the interview site
   c. Current library budget
   d. Previous year’s annual report
   e. Information about the County and town(s)
   f. Any other printed material that will give candidates a clear picture of the Library and its role in the community
2. Decide who will interview the candidates—the Search Committee? The entire Library Board? The same group should be present at all interviews.
3. Prepare the list of interview questions. The questions can include and expand upon the Supplemental Questionnaire (Appendix 4), with additional questions as needed.

Helpful Hint: Questions should be designed to elicit as much information as possible about the candidates’ skills and experience. See “Evaluation Criteria” and “Skills and Experience” below for desirable qualities and characteristics that should be explored in the interview.

Helpful Hint: Keep in mind that the interview process should provide the candidate with a fair, accurate picture of the library and working conditions, as well as the Library Board’s expectations.

4. Read through the “Sample Interview Scenario” (Appendix 8). This scenario is a general guideline for the typical interview; adapt as needed.
5. Review the list of questions that may not be asked in interviews (Appendix 10.)
6. Choose an appropriate setting for the interviews. A meeting room in the main or branch library is appropriate. Plan to provide a few light refreshments – water and coffee will be appreciated, and will provide the opportunity for a short break for the candidates.
7. Determine the agenda for each candidate visit. A typical agenda will include (in any order):
   a. Initial “meet and greet” with the Search Committee
   b. Tour of main library and brief introductions of staff on duty
   c. Tour of other branches
   d. Lunch (with any or all of these: Search Committee, Friends/Foundation president, other Library Board members, County personnel)
   e. Formal interview
   f. Meet in a group with staff

Schedule Interviews

1. Determine availability/schedules for all Board members who will attend the interviews.
2. Invite the candidates (a telephone call is easiest and is appropriate.) It is generally best to schedule one candidate per day.
3. Make a hotel reservation for candidates who must travel a long distance. Arrange to pay for the room and the candidates’ meals.
4. Determine who will lead the interviews and keep things moving along. Plan how to divide interview questions among members of the interviewing committee.
5. A few days before the first interview is scheduled, meet to review the interview questions and agenda.

Conduct Interviews

1. Assign one Search Committee member to take detailed notes during the interview, or record the interview. Others may want to jot down a few points that strike them as important during the discussion. Be sure to tell candidates in advance that notes will be taken or that a recorder will be used during the interview. (Notes or recordings of the interview may be requested by subpoena at a later date if there are problems with the interviewing process.)
2. Give candidates a chance to freshen up or relax before the interview. Plan to give the candidate a short break or two during the course of the day.
3. Ask questions, and allow adequate time for the candidate to answer completely. Don’t hesitate to re-ask a question if the candidate’s answers are not clear.

Post-Interview Discussion

Immediately after each interview, take a few minutes to discuss and summarize the candidate’s strengths and weaknesses. This is particularly important if some time will elapse between interviews.
The following general impressions should be explored in the post-interview discussion:

- Do all members of the Search Committee feel comfortable with this candidate?
- Is the candidate a “people person” with the ability to communicate effectively?
- Does he/she possess political savvy?
- Has the candidate previously dealt with issues similar to those facing your library system?
- What image did the candidate present? Was he/she neat, well groomed, appropriately dressed?
- Did the candidate seem service-oriented?
- Did the candidate appear positive, self-confident, flexible, open to new ideas?
- If the candidate’s experience is brief, what is his or her potential for growth?
- Did the candidate seem in tune with the character and priorities of the community?

**Evaluation Criteria**

The following criteria are generally accepted characteristics of successful, effective Library Directors nationwide. Any candidate who hopes to lead a staff, manage a facility, and work well with the public must possess the majority of these skills and attributes to some degree.

No candidate will display *all* of these personal qualities. Library Boards should identify qualities most important and meaningful to the community being served, and look for candidates’ potential to develop those that may be lacking.

- Intelligence, mental alertness
- Good judgment
- Leadership
- Interpersonal skills
- Perseverance
- Confidence, assertiveness
- Self-reliance, ability to work independently
- Uses effective problem solving techniques
- Communicating/listening skills
- Patience
- Sensible, reasonable approach
- Fairness
- Initiative
- Drive, energy
- Decision-making ability

*Above all*, the Library Director should express great pleasure and personal satisfaction in bringing excellent Library services to the community.
Rank the Candidates

1. After each interview, take time to get the Library staff’s impressions of the candidates. While it is important not to encourage staff to feel that their favored candidate will be the one chosen, a candidate who is disliked by the majority of staff is probably one to avoid.

2. Discuss and rank the candidates -- identify the top three, in order of preference.

3. Check references for the top candidate. Contact all personal references listed on the application by phone or by mail, using a standard printed form (Appendix 5); include a self-addressed stamped return envelope.

4. Telephone calls to references can sometimes be uncomfortable or otherwise unsatisfying. The “Script for Telephone Reference Calls” (Appendix 6) may help the caller to negotiate sensitive areas.

5. Be aware that in some parts of the U.S., personnel regulations discourage or even prohibit written responses to reference requests. References may be willing to discuss candidates on the phone, but many times do not feel free to provide negative information. In such a case, the caller should obtain as much information as possible but should also pay attention to tone of voice and other signals from the reference.

6. Meet again, if necessary, to discuss information provided by the references. The group should now seek consensus on the top candidate and agree to offer the position of Library Director to this candidate.

Make the Offer

1. Call the top candidate and offer the position. The verbal offer should include the salary and other important terms (i.e. when the job will start, which town and building the Director will be headquartered in.)

2. Follow up the telephone call with the offer in writing (Form Letter #7), including the details of the appointment, the salary, probationary period, and the starting date. Include printed information about benefits, leave policy, etc. if available and if the candidate has requested (this information will be presented to the Director during orientation.)

3. Give the candidate two weeks to consider the offer (set a deadline for his/her response.) The response can be made by telephone but must also be made in writing.

4. If the top candidate accepts the offer, write to all other candidates interviewed, informing them of your decision (Form Letter #6). Also write to second-level applicants (Form Letter #2).

5. If the top candidate declines the offer, make the offer to the second-rated candidate.

6. If all candidates in the top group decline, the committee should look again at the group of second-level applicants. Consider whether to interview anyone from this group. If not, notify these remaining applicants by letter (Form Letter #2).
Additional Considerations for Recruiting and Hiring Library Directors

A “Good Match” -- It is vitally important that the Director and the Library Board see eye to eye on the Library’s mission in the community. A “good match” does not mean the Board and the Director will necessarily agree on all matters, but the Board must be able to work cooperatively and effectively with the Director.

Board members must articulate specific ideas about what constitutes the right fit for a Director in the context of their own community. This might mean, for example, an ability to communicate effectively, or it may mean possessing a certain leadership style. The Board must be honest and candid about the qualities it wants in a Library Director; only then can the right fit be determined.

Interim and Outgoing Library Director -- Former Directors may be able to provide useful information, suggest viable candidates, and offer insight for procedures. It is very helpful if the outgoing Director can provide a briefing notebook for the new Director.

The Board should plan to compensate an Interim Director for taking on additional duties and responsibilities. Continued high-quality library service is extremely important during the recruitment process.

Salary -- A common mistake of Library Boards is to set the Director’s salary initially too low to attract the best candidates. The Board should work with County Human Resources to develop an employment package that is competitive.

Efficient Recruiting -- Recruiting should be done with dispatch and efficiency. Good candidates can easily be lost if the Board delays too long in the process.

Realistic expectations -- The Board needs a clear understanding not only of what it will require of a Director but also what the Library, and the County as an employer, have to offer to the Director. It is important that candidates leave the interview with an accurate picture of what the job entails, the challenges the Library faces, and the overall condition of the library system.

There is no one perfect person for any job. Most candidates have a mixture of skills and experience in varying degrees of suitability for any position. The Board should discuss the potential of each candidate to overcome any weak spots through training and on-the-job learning.

What if no candidates demonstrate “the right fit”? If a round of recruiting is completed and no suitable candidates are identified, the Board must be prepared to renew the recruitment rather than settling for a candidate whom the Board does not honestly believe to be fully qualified. Hiring the wrong person is much more expensive, in the long run, than going through the process again.
APPENDIX 1

Sample Job Description for “Palmetto County” Library Director

Position Description
The Library Director manages, plans, organizes, evaluates, and administers all aspects of library service for the Palmetto County Library and Branch Libraries within the County. The Director reports to the Chairman of the Palmetto County Library Board of Trustees.

Qualifications
M.L.S. from an ALA–accredited program. Three to five years of progressively responsible experience in a public library setting. Must be certified or eligible for certification by the South Carolina State Library. Must be self–motivated and able to exercise independent judgment. Must be able to supervise and lead others. Must be able to speak and write effectively in English. Must be able to work nights and weekends. Must hold or be eligible for a South Carolina driver’s license.

Responsibilities
The following duties and responsibilities are normal for this position. Other duties may be required and assigned.

1. Attends all meetings of the Palmetto County Library Board of Trustees:
   (a) Submits reports of all library activities.
   (b) Works with Library Board Chair to prepare Board agendas.
   (c) Proposes and advises on adoption of Library policies and procedures.
2. Prepares annual budget for the Palmetto County Library and presents it to the Palmetto County Council.
3. Plans, directs, and supervises the work of Library staff, including but not limited to employment and/or employment termination, performance evaluation, and disciplinary actions.
4. Holds staff meetings; plans and implements programs and activities focusing on staff development.
5. Leads and supports Library staff and Board in the creation, development, and implementation of short and long term goals for the Palmetto County Library.
6. Develops and maintains contacts with local officials to garner support for the Library, including but not limited to attendance at regularly scheduled Palmetto County Council meetings and County budget workshops.
7. Maintains liaison with the South Carolina State Library.
8. Guides the maintenance and development of core Library services, including but not limited to: Automated catalog and circulation systems and Library web site; collection development; Adult, Children’s, and Youth services; Reference Services.
Appendix 2*

Recruitment Firms Specializing in Library Placements

Working with a Recruitment (Executive Search) Firm

A number of nationwide search firms handle placements for Librarians and Library Directors. Search firms act as “matchmakers” between libraries and job seekers. The firm creates appealing and competitive position descriptions, places advertisements in appropriate venues, locates and contacts job seekers, and matches them with appropriate professional openings. Many librarians, especially those seeking directorships, utilize these firms to assist them in a nationwide job search. Recruitment firms can handle much of the recruitment process for a library position, but there are fees for these services. The Library Board should consult with County Personnel about local policy for utilizing such firms.

Ronald Dubberly
Dubberly Associates
288 Glengary Drive NE  Atlanta, GA 30342
404-264-0072
ron@dubberlyassoc.com
http://duberlyassoc.com

June Garcia LLC.
June Garcia
1195 S. Harrison Street  Denver, CO 80210
303-522-2225
june@junegarcia.com
http://www.junegarcia.com

Dan Bradbury, Managing Partner
Library Consultants
Bradbury Associates/Gossage Sager Associates
4545 Wornall Suite 805  Kansas City, MO 64111
Cell: 816-803-7853
Office: 816-531-2468
danbradbury@gossagesager.com
http://www.gossagesager.com/

Martha Heller
Heller Search Associates
33 Lyman Street, Suite #303  Westborough, MA 01581
508-366-7005
800- 435-5377
info@hellersearch.com
martha@hellersearch.com

John Keister & Associates
374 Marseilles Street  Vernon Hills, IL 60061
Phone/Text: 847-955-0540
http://www.johnkeister.com
Advertising the Position in Standard Sources

Advertisements are placed in several standard print publications offering job-seeking venues for librarians. Additionally, job-seekers (especially librarians and other information professionals) and employers increasingly use online recruiting and placement centers.

Library Journal, including Library Hotline and Library Journal Job Zone

Library Journal is a bi-monthly printed publication. Library Journal and its weekly subsidiary, Library Hotline, are traditional printed job-seeking tools for librarians. However, the online “Library Journal Job Zone” is the current preferred placement service on the Library Journal web site: http://jobs.libraryjournal.com (rates run $350-$550 but may vary based on your needs. Please check the site.)

American Libraries and “ALA JobList”

American Libraries is the journal of the American Library Association. The “Career Leads” section appears in each issue and is a standard placement tool. Published monthly (June/July combined.) Detailed information is available on the American Libraries web site at http://joblist.ala.org/index.cfm

Printed ads in American Libraries journal: One line equals approximately 35 characters. $7.50 per line. Specially formatted (more visible) ads are available at higher rates: see
information at http://joblist.ala.org/employer/pricing. **There are a wide variety of rates and packages.**

### Local Newspapers and Online Classified Ads

Many of your best candidates will be seeking employment through professional means such as librarianship publications, sites, and journals, and these are where you will want to focus your energy and resources. However, here is some information to assist you with newspaper advertising.

**Local Print and Online Classifieds**

Newspapers all now offer online editions with classified ads. To place an ad in the print version of a newspaper, call the paper directly for information and rates. Ask that the ad be run in the “Employment – Professional” section.

To place an ad in the online classifieds, you will need to register with each paper. The registration process is free and generally simple. Go to the newspapers’ home page on the Web and click the link for “classified ads.”

- **The State Newspaper (Columbia)**
  Toll free (800) 888-5353 for The State switchboard | Classified ads (803) 771-7653

- **The Charleston Post and Courier**
  843-722-6500

- **The Charlotte Observer**
  704-377-5555

### Advertising Library Jobs on the Internet

Online job sites are very popular with job-seeking librarians. The S.C. State Library listing is free. Other services listed here charge fees for advertising.

**South Carolina State Library Web Site** [http://www.statelibrary.sc.gov/](http://www.statelibrary.sc.gov/)

  To post a job listing on the site, contact Curtis Rogers
  Phone: 803-734-8928
  E-mail: crogers@statelibrary.sc.gov

**LYRASIS Job Bank**

The LYRASIS Job Bank is available for posting by non-members for a fee:
- $150 per posting for libraries and similar non-profit institutions
- $350 per posting for vendors and for-profit groups

**Library Job Postings on the Internet**

This is a listing of job sites that you may want to look into for additional places to post your ad: [http://www.libraryjobpostings.org/libraryjobs.htm](http://www.libraryjobpostings.org/libraryjobs.htm)
Georgia Public Library Services
http://www.georgialibraries.org/jobs. Requires that you purchase an account.

LIBJOBS http://www.libjobs.com (In the past this service was a reliable way to advertise library positions. We have not heard of any problems but there is not much information on the website and we do not know how often it is used. However, it is an additional avenue for your listing.)

Additional Advertising Resources

Consider posting your ad with Library and Information Studies graduate programs that are accredited by the American Library Association. The State Library may be able to assist with placement of ads.

Many public and academic libraries in South Carolina and have found it useful to send announcements of positions to library systems in neighboring communities and states. Addresses are available from the South Carolina State Library.
Sample Advertisement – Short Version

Position Available: Director of the Palmetto County Library, a growing county library system governed by a seven-person board. Required: Knowledge of public library management, library automation and electronic services/resources, budgeting and financial planning. Strong leadership and public relations skills essential. ALA/MLS, with at least 1 to 3 years of progressively responsible post-MLS experience in a public library, and at least 1 year at the administrative/supervisory level. S.C. driver’s license required. Hiring range: $xxxx-$xxxx. Send resume and letter requesting application form to: Search Committee, Palmetto County Library, XYZ Street, Palmetto, S.C., 29xxx-xxxx. First consideration will be given to applications received by [date]; others, until position filled.

Sample Advertisement – Longer Version (for Rural Libraries)

The Palmetto County Library, serving the beautiful South Carolina Midlands, seeks an energetic Library Director with a successful track record of community leadership. The service area encompasses both tranquil rural settings and new economic development. The Library is headquartered in the friendly town of _____ with the larger city of _____ located an easy drive away. Palmetto County offers an excellent opportunity to participate in further development of a growing county library system governed by an interested seven-person board. Services are provided to the community through a [main library headquarters, one branch and a bookmobile.] All library outlets are connected to the Internet and to DISCUS, South Carolina’s Virtual Library. Visit the Library’s web site: [insert Library’s web site address.] MINIMUM REQUIREMENTS INCLUDE: Knowledge of public library management, library automation, electronic resources and services, budgeting and financial planning. Strong leadership and public relations skills are essential. MLS from an ALA-accredited program and one to three years of progressively responsible professional (post-MLS) experience in public library, with at least one year at the administrative/supervisory level. Must have or be eligible to acquire a South Carolina driver’s license. Hiring range: $xxxx-$xxxx depending upon qualifications and experience. Send resume and letter requesting application form to: Search Committee, Palmetto County Library, XYZ Street, Palmetto, S.C., 29xxx-xxxx. First consideration will be given to applications received by [date]; others, until position filled.
Appendix 3

APPLICATION FOR EMPLOYMENT [SAMPLE]

Complete and return to:

Search Committee
Palmetto County Library
XYZ Street
Palmetto, S.C. 29999

Instructions:

This application must be filled out in detail. Failure to complete all sections or to sign this form may cause delays in processing and/or rejection of the application.

Please answer all questions completely. The use of this application does not create a contract between you and the Palmetto County Library System, and does not in any way obligate you or the Palmetto County Library System. The Palmetto County Library System does not discriminate in employment on the basis of race, sex, age, handicap, religion, national origin, or status as a Veteran or disabled Veteran.

PLEASE PRINT IN INK, OR TYPE Date ____________

Name______________________________________________ SSN# /____ /______

Address____________________________________________________________________
Street  City    State Zip Code
Phone___________________________ Alternate Phone ___________________________

Position(s) applied for ______________________________ Full-time ____ Part-time ___

Minimum Salary required $ __________ Date available to begin work ____________

Are you legally eligible for employment in the United States? Yes ____ No ____

Have you been convicted of a felony within the last 7 years? Yes ____ No ____
(If you have been convicted, it does not automatically mean you will not be hired.)

If yes, please state all pertinent information concerning each conviction, including date, place, and nature of conviction: ________________________________________________________________

Other name(s) used: ___________________________________________________________

Have you ever been employed by this Library? Yes ___ No ___ (If yes, please complete: Library site: ______________________________ Employed (dates): ________________)

Are any family members currently employed by Palmetto County? Yes ___ No ___
Name(s) _______________________________________________________________________

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/ADA EMPLOYER
APPLICATION FOR EMPLOYMENT (Cont.): Employment/Education Record

List your current or most recent employer first and indicate a continuous record of employment for the last five employers or from the time you left school. (Use additional sheets if needed.)

If currently employed, may your employer be contacted for a reference?
Yes ___ No ___ Reason: ________________________________

<table>
<thead>
<tr>
<th>Employer #1</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed (Mo/Yr) ___________ Salary Starting _______ Current or ending ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor’s Name _______________________________ Phone number ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title and Duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer #2</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed (Mo/Yr) ___________ Salary Starting _______ Current or ending ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor’s Name _______________________________ Phone number ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title and Duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer #3</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed (Mo/Yr) ___________ Salary Starting _______ Current or ending ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor’s Name _______________________________ Phone number ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title and Duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EDUCATION

List all schools attended: High school, technical/vocational, college, business, military, etc. (Use additional sheet if needed.)

<table>
<thead>
<tr>
<th>School</th>
<th>Address (City, State)</th>
<th>Did you graduate?</th>
<th>Degree obtained:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No ___ Yes ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major/Minor ______</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Address (City, State)</th>
<th>Did you graduate?</th>
<th>Degree obtained:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No ___ Yes ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major/Minor ______</td>
<td></td>
</tr>
</tbody>
</table>
APPLICATION FOR EMPLOYMENT (Cont.)

SPECIALIZED TRAINING OR SKILLS

List all current licenses and/or areas of certification (if not listed above):
___________________________________________________________________________

List all equipment (office, trade or laboratory) that you operate proficiently:
___________________________________________________________________________

REFERENCES

Name, address, and telephone number of two persons (not former employers or family members) who have known you for at least one year.

1. ___________________________________________________________________
2. ___________________________________________________________________

READ CAREFULLY BEFORE SIGNING: I certify that the information I have given in this application is true and complete. I understand and agree that any false information, misrepresentation, or concealment of fact is sufficient grounds for either my immediate discharge without recourse or refusal of employment by the Palmetto County Library System. I further understand and acknowledge that this is an application for employment, that no employment contract is being offered, and that if I am employed, such employment is for an indefinite period of time and that the Library can change wages, benefits, and conditions at any time. I understand and agree that the Palmetto County Library System may verify all information furnished in this application. I also understand than any employment is subject to a satisfactory check of references and a Police Department background check. I hereby authorize all individuals and organizations named or referred to in this application and any law enforcement organization to give the Library all information relative to my employment, work habits, and character and hereby release such individuals, organizations, and the Library from any liability for any claim or damage which may result.

Signature________________________________________ Date __________________

Return all parts to: Palmetto County Library, 100 XYZ Street, Palmetto, S.C. 29999 Attn: Search Committee
Appendix 4

Supplemental Questionnaire

Each applicant must complete this supplemental questionnaire as part of the application process. Responses should be as complete and specific as possible, but please confine your answers to the space provided. Please TYPE or PRINT legibly (you may reproduce this form on a computer, if you wish.) Your answers to these questions will serve as one of the primary factors for determining your qualifications for further consideration.

1. Describe your managerial/supervisory style.

2. Describe your experience in preparing a budget. What is your technique in managing a budget?

3. Describe your experience with computer technology as applied to library functions and otherwise.

4. How would you balance your acquisitions philosophy between buying what your patrons want versus what you think they need?

5. Describe your library experience in working with adults, young adults, and children.

Thank you for your responses.

Please return this questionnaire to Search Committee, Palmetto County Library in the enclosed envelope with your completed application form.
Appendix 5

Recommendation Form

____[Candidate’s name]____ has applied for the position of DIRECTOR with the Palmetto County Library, a county public library system in South Carolina. You have been listed as a reference. We will appreciate your candid answers to the following questions. Please return this form in the enclosed post-paid envelope by [date].

1. How long and in what capacity have you known the candidate?

2. In what ways is this candidate prepared for a position as Library Director? Please be specific, taking into account personal qualities and characteristics such as adaptability and communications skills, education, experience, etc.

3. Do you discern in the candidate any drawbacks to his/her ability to successfully manage a County Library system?

4. Please provide any other pertinent information about the candidate, which will aid the County in reaching a decision about employment.

If we have further questions, may we contact you by telephone?
Phone number: ______________________________
Best day/time to reach you: ______________________________

Signature: __________________________

Thank you for assisting our efforts to find the best possible candidate to lead and manage the Palmetto County Library.
Appendix 6

Sample Script for Telephone Reference Calls
Telephone calls to candidates’ references can sometimes be uncomfortable or otherwise unsatisfying. This script may help the caller to negotiate sensitive areas.

Be sure to take good notes during the telephone call.

1. Give the reference your name and position as a member of the Search Committee of the County Library Board of Trustees.
2. [Candidate’s name] has applied for the position of Director of the County Library System. Do you have time to answer a few questions about him?
3. We understand the candidate holds/held the position of ___________ at your library/organization. What are some of his primary responsibilities?
4. What are some strengths and weaknesses exhibited by the candidate?
5. How does the candidate get along with the staff in that organization? Does he supervise anyone? What is your impression of the candidate’s supervisory skills?
6. How would you rate the candidate’s communication skills?
7. Is it your impression that the candidate works well with the public?
8. Were you able to observe whether the candidate relates well to local elected officials? How about to the local business community?
9. Would you hire this person again?
Appendix 7

Sample Letters for the Recruitment Process

1. Acknowledgement letter, receipt of application
2. General rejection
3. Experience and qualifications do not meet requirements
4. Can’t match present salary
5. Interviewing other candidates, will contact if none selected
6. Rejection letter for candidates interviewed but not selected
7. Letter confirming the offer

Standard salutation for each letter:

[Date]
[Candidate’s name and address]
Dear Mr./Ms. _________:

Standard closing for each letter:

Sincerely,
Chair, Search Committee
Palmetto County Library Board

Form Letter 1: Acknowledgement of receipt of application

[Date]
[Candidate’s name and address]
Dear _________:

Thank you for your interest in the position of Director, Palmetto County Library System.

Please find enclosed:

- A job description for the position
- Standard application form
- Supplemental questionnaire

Please complete the application form and questionnaire and return them to me within two weeks (14 days) of receipt of this letter.

Sincerely,
Chair, Search Committee
Palmetto County Library Board

Form Letter 2: General rejection

Dear Candidate,


Thank you for your interest in the position of Palmetto County Library Director. We received applications from many qualified candidates. We regret to inform you that your qualifications and experience do not place you among the more competitive applicants for the position. Thank you very much for considering employment with Palmetto County, and we wish you much success in your future endeavors.

**Form Letter 3: Experience and qualifications do not meet requirements**

Dear Candidate

Thank you for your interest in the position of Palmetto County Library Director. Unfortunately, the length and type of library experience you have does not meet the requirements for this position. However, we will be glad to keep your resume on file. If the Palmetto County Library has an opening in the future for which your experience meets the requirements, we may contact you again.

**Form Letter 4: Can’t match present salary**

Dear Candidate,

Thank you for your interest in the position of Palmetto County Library Director. You appear to have the qualifications and public library work experience desired for this position. However, before we proceed with processing your application, I feel that I must inform you that we will not be able to match your present salary. If you are still interested in pursuing this opening, please let me know. I can be reached at [telephone number].

**Form Letter 5: Interviewing other candidates, will contact if none selected**

Dear Candidate,

Thank you for your interest in the position of Palmetto County Library Director. While your application is competitive, we regret to inform you that we have selected three other candidates to interview for the position. If we do not make a selection from one of these candidates, we will invite other applicants to interview. In that event, your application will be given full consideration.

**Form Letter 6: Rejection letter for candidates interviewed but not selected**

Dear Candidate,

Thank you for your interest in the position of Palmetto County Library Director. We enjoyed meeting with you on [date]. While your qualifications and work experience are impressive, we must inform you that we have selected another candidate who appears to be a better overall match for our library system. Thank you very much for the investment of your time in the interview process. We wish you the best of luck in your future endeavors.
Form Letter 7: Letter confirming the offer

Dear Candidate,

This letter is to confirm in writing our offer and your acceptance of a full-time appointment as Director of the Palmetto County Library System. Your salary will be $____ per year, and your starting date is ___________. Please report to the county headquarters library, [address] in Palmetto at ____a.m. on your start date, ___________

Congratulations on your appointment! We are confident that you will find your employment with our county library system to be an enjoyable and rewarding career move. We will be sending you a packet of information to assist you in relocating.
Appendix 8

Sample Interview – Procedure and Questions

Introductions and general information

a. Introduce the candidate and each Board member. Provide general information about the interview agenda.
b. Very briefly, summarize the current state of the County Library, mentioning any unique or special features, awards, accomplishments, facilities.
c. Ask the candidate to tell a little about his/her past education and experience. (Even though the Board already has this basic information, this question will put the candidate at ease.)

The following questions are intended to probe the candidate’s in-depth knowledge of core library services and supervisory practices:

a. In the candidate’s current position which responsibilities does he enjoy the most, and which the least?
b. How would the candidate describe his managerial/supervisory style?
c. What is the candidate’s experience in preparing and managing a budget?
d. What is the candidate’s experience with library technology?
e. How would the candidate go about developing a library collection for this community?
f. What is the candidate’s experience working with different age groups (adults, seniors, teens, children) in a library setting?
g. Ask the candidate how public libraries should prepare for the provision of library and information service in the next 5-10 years. What is his philosophy regarding the balance between traditional services and new services?
h. Ask the candidate to describe his experience with recruiting and hiring library employees.
i. Has the candidate ever had to discipline a difficult or substandard employee? Would he handle it differently today?
j. How would the candidate proceed with staff development and training?
k. Did the candidate’s previous position involve public contact? Describe a difficult situation he had with a member of the public.
l. Ask the candidate to describe a project or achievement in any previous positions of which he is most proud.
m. [If the candidate has previously directed a library]: “In your previous position, how would you rate your relationships with the governing body and elected officials?”
n. Ask the candidate to describe his relationship with current supervisor.

Situational questions: Ask the candidate how he or she would respond if....
• A patron disagrees with a library policy, and becomes angry with a staff member whose job it is to enforce the policy (for instance, overdue fines).
• A patron is upset about a book her child has borrowed. The patron objects to certain content in the book and wants it removed from the collection.
• A staff member reports that a patron (still in the building) has made lewd remarks to her.

Close the interview:

• Give the candidate the opportunity to provide any additional information that will help the Board to evaluate him or her.
• Describe the timeline for making the decision, and how the Board will contact the candidate.
• After the interview (if possible, and if not done before the interview), drive the candidate around the county to all branches and introduce him or her to library staff members.
Problems with Interviews

Interviews do not always go well. Some possible reasons for a non-productive interview include:

- The interviewing group did not start out with a clear idea and a good written description of the position, resulting in an unfocused interview. The qualifications of the candidates must be compared against a clear set of job tasks.
- Questions were not focused on the related knowledge, skills, and abilities required for the job, or questions were not asked consistently of each candidate. This lapse may make the library culpable to charges of discrimination.
- Failure to prepare for the interview and/or carefully review the application and resume, resulting in inviting unqualified or otherwise inappropriate candidates.
- Failure to probe sensitive but important job-related areas, leading to loss of vital information and possibly resulting in hiring an inappropriate individual.
- Failure to discuss and evaluate responses thoroughly in the post-interview discussion.
- Failure to listen carefully to the candidate or to take notes or record the interview.
- Failure to give the applicant an opportunity to ask questions, affecting the applicant’s ability to assess the suitability of the job.
<table>
<thead>
<tr>
<th>Topic</th>
<th>These questions may not be asked:</th>
<th>Special circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>Any question, which tends to identify applicants between 40-64 years of age. Example: &quot;Do you remember the 1940 election?&quot;</td>
<td>There is no legal question that can be asked regarding this subject. The Human Relations officer may verify age, if necessary, to ensure legally set minimum age limits are met.</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>Are you a citizen of the United States? Are your parents/spouses a US citizen? When did you acquire US citizenship? Are you/spouse/parent native born or naturalized?</td>
<td>There is no legal question that can be asked regarding this subject. The Human Relations officer may verify citizenship requirements, if they exist for the job being filled.</td>
</tr>
<tr>
<td>NATIONAL ORIGIN</td>
<td>What is your national origin? What language is spoken in your home? What is your native language?</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td>RACE/COLOR</td>
<td>Any question that directly or indirectly relates to race or color.</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td>RELIGION</td>
<td>What church do you attend? What religious holidays do you observe?</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td>SEX</td>
<td>Any question regarding gender. For example: What are your plans regarding having children in the near future? Do you mind having a male/female supervisor? Can you work with a group of men/women?</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td>MARITAL STATUS/FAMILY</td>
<td>Are you married? Divorced? Widowed? With whom do you live? Do your children live with you? What ages are your children? Is your husband/wife in the military?</td>
<td>There is no legal question that can be asked regarding this subject. The Human Relations officer may verify if other family members work at the installation to fulfill local requirements.</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Questions that specifically ask the nationality, racial, or religious affiliation of a school; the candidates education level in general, if not related to the job being filled, may not be asked.</td>
<td>Questions concerning a candidate’s academic, vocation, or professional education may be asked as long as they pertain to the position being filled.</td>
</tr>
<tr>
<td>ORGANIZATIONAL AFFILIATION</td>
<td>To what organization, societies and clubs do you belong?</td>
<td>Questions related to this subject may be asked if they are related to the job being filled and how the candidate’s participation in the organization may fulfill elements of the position description.</td>
</tr>
<tr>
<td>POLICE RECORD</td>
<td>Have you ever been arrested?</td>
<td>If the job has special requirements (i.e., bonding), the supervisor may ask a question such as: “In order to fill this job, you must be bonded. Is there any problem that this presents?”</td>
</tr>
<tr>
<td>Category</td>
<td>Question</td>
<td>Legal Considerations</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>WORK SCHEDULE/TRAVEL</strong></td>
<td>Questions that relate to the candidate’s responsibilities at home, i.e. dependent care, ages of children or other non job-related conditions.</td>
<td>If the job being filled has special requirements (i.e., travel, overtime, unusual hours, etc.) these conditions may be stated. For example: “In this job you would have to travel 1 week in every month. Does this present a problem to you?”</td>
</tr>
<tr>
<td><strong>MILITARY DISCHARGE</strong></td>
<td>Were you honorably discharged from military service?</td>
<td>There is no legal question that can be asked regarding this subject. The Human Resources officer may verify this information if there is a requirement to do so.</td>
</tr>
<tr>
<td><strong>ECONOMIC STATUS</strong></td>
<td>Do you have a good credit rating? Do you have any trouble with bills/collection agencies?</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td><strong>SECURITY CLEARANCE</strong></td>
<td>Do you have a secret/top secret/other security clearance?</td>
<td>If the job to be filled requires a certain type of security clearance, this condition may be stated. For example: “This job requires a top secret clearance. Does this requirement present any problem?”</td>
</tr>
<tr>
<td><strong>PERSONAL PLANS</strong></td>
<td>Do you have plans to live in this area long?</td>
<td>There is no legal question that can be asked regarding this subject.</td>
</tr>
<tr>
<td><strong>PARTICIPATION IN CERTAIN ACTIVITIES</strong></td>
<td>Do you plan to take savings bonds/contribute to the Combined Federal Campaign/join the coffee club/join the Professional Association?</td>
<td>There is no legal question that can be asked regarding the candidate’s intentions to join any organization or participate in any activity.</td>
</tr>
<tr>
<td><strong>MISCELLANEOUS</strong></td>
<td>Questions that are not job related or necessary for determining a candidate’s possession of required qualifications or characteristics.</td>
<td>The candidate may be notified that statements, misstatements or omissions of significant facts may be cause for non-selection.</td>
</tr>
</tbody>
</table>
New Director Orientation

It is normal for a professional librarian to give 4 to 6 weeks notice before leaving a current position. During this time the Board can begin assisting the new Director with relocation by preparing and providing information about housing, schools, and additional information about the Library and the community. A subscription to the local newspaper is a valuable tool to acclimate the new Director.

When the Director reports, he or she must complete appropriate forms for employment including an I-9 for the U.S. Immigration & Naturalization Service. Consult with the County personnel officer for other required forms.

Further steps in the orientation process:

- Welcome the new Director publicly. Arrange press releases and photo coverage. Promptly schedule personal introductions to trustees, community representatives and local government officials.
- An open house or reception for the Director hosted by the Library Board is a standard courtesy.
- The Director will want to meet immediately with staff at all sites. Determine who (Board member, Library staff) will guide the Director to branch libraries and make introductions.
- Arrange a meeting for the Director with State Library staff. The State Library can introduce the Director to the South Carolina professional community and the state’s network of Library administrators. The Director will need to understand the forms and reports required by the State Library for State Aid, statistics, etc. State Library staff can also assist the Director to find resources and training if enhancement of skills is needed in any area.

The Director should receive the following documents and information:

- County ordinance establishing the Library
- Library Board by-laws
- Library Board notebooks/minutes for the current and preceding year
- Budget documents, spreadsheets, etc.
- State Aid agreement and LSTA Guidelines
- The Library’s annual reports for past years
- Existing long-range, technology, and related plans for Library and for the County
- Library policy manual (including personnel policies, collection policies, internet policies, etc.)
- List of Board members with addresses, phone numbers and e-mail addresses
- List of Library staff members including addresses and phone numbers
- Job titles and job descriptions for each staff member
- South Carolina Public Library Trustee Manual (S.C. State Library)
- Annual Statistical Summary (S.C. State Library) -- Comparative public library statistics
- South Carolina Public Library Standards (S.C. State Library)
Probation and Evaluation

The Library Board should meet with the Director to establish mutually agreed-upon short and long-term goals and expectations. This meeting should take place soon after the Director’s first day, since the probationary period is short (generally six months.) See recommended activities for the first six months, below.

Frequent meetings with the new Director will ensure the establishment of good communication. Board members must also communicate with each other to ensure that the Director’s concerns are known to all on the Board.

The six-month evaluation should be followed by annual performance appraisals.

Suggested First Week Activities:

The Board Chair introduces the new Library Director to key Library staff.

The Board Chair and Director meet and review together:
- The formal printed job description for the position of Director
- Additional roles and responsibilities of the Director
- The roles and responsibilities of the Board
- Work assignments of the Library staff
- The reporting structure (i.e., “chain of command”)

The Board Chair orients Library Director to all appropriate County offices and introduces him to appropriate County staff, including the County Administrator.

The Board Chair provides the Director with guidance on whom to call for facilities maintenance and repairs, emergency situations, etc.

The Director meets with each Library staff member to review the day-to-day operations of the Library.

Second Week Activities:

The Board Chair arranges for the Director to meet with the County Human Resources officer to review policies and procedures, benefits and insurance package, and other personnel matters.

The Board Chair arranges for the Director to meet with the County Procurement and Finance Officer to learn proper procedures.
The Library Board introduces the Director to Library support groups (Friends and Foundation), and provides the Director with information about activities and initiatives related to these groups.

**During the first month:**

The Board and the Director review the Library’s current short- and long-range plans, and discuss current community and political issues.

The Board develops an evaluation process and criteria for the six-month interim evaluation, and reviews the evaluation process with the Director. (The Board should consult with County Human Resources for procedures.) Sample evaluation forms are available from the S.C. State Library.

The Board Chair and the Directors attend a County Council meeting. An opportunity should be made to introduce the Director to the Chair of the Council before the meeting.

The S.C. State Library arranges with the Board for the Director to visit the State Library in Columbia for orientation to State Library services.

The Board makes arrangements for the Director to visit at least one other library system in South Carolina of similar size. This networking is very important for a new Director. The State Library can recommend appropriate library systems.

**During the first six months:**

The Library Board meets monthly with the Director during the probationary period to support and mentor the Director.

The Director prepares a financial report, a statistical report, and a narrative report of Library activities during each preceding month. These reports are provided to the Board prior to each monthly meeting.

In the fifth month, the entire Board meets to prepare a professional assessment of the Director’s progress and effectiveness. A formal conversation takes place between the Board and Director regarding work performance and future plans. At this time the Director should be encouraged to evaluate the support he receives from the Board and whether the position is still a “good fit.”