AGENDA

Committee of the Whole Meeting 2022-01
Kingston Frontenac Public Library Board

February 2, 2022 at 4:30 PM
Virtual Format (with livestream)

She:kon, Aanii, Boozhoo, Waychaya, Kwey Kwey, Tawnshi. Let us bring our good minds and hearts together, to honour and celebrate these traditional lands as a gathering place of the Original Peoples and their Ancestors who were entrusted to care for Mother Earth since time immemorial. It is with deep humility, that we acknowledge and offer our gratitude for their contributions to this community, having respect for all as we share this space now and walk side-by-side into the future.

1. **Call to Order**

2. **Policy Review**

    2.1.   Collection Development (report and policy attached)

    2.2.   Community Engagement (report attached)

      2.2.1.   Community Engagement Policy (attached)

      2.2.2.   Community Engagement Toolkit (attached) **(added)**

    2.3.   Social Media (report attached)

      2.3.1.   KFPL Employee Online and Social Media (policy attached)

      2.3.2.   Public Use of KFPL Online Forums and Social Media (policy attached)

3. **Other Business**

    3.1.   Governance Model Review (report attached)

4. **Adjournment and Next Meeting**

Regular Board Meeting, Wednesday, February 16, 2022 at 4:30 PM, virtual format with livestream.

Kingston Frontenac Public Library exists so that both urban and rural residents have access to resources, services, and programming that support personal enrichment, digital equity, information literacy, and meaningful societal participation through effective stewardship of public resources.

KFPL Report to the Board

Subject: Collection Development Policy

Prepared by: L. Carter, Chief Librarian / CEO

Date of meeting: February 2, 2022

Background:

The Collection Development Policy is reviewed and approved annually by the Library Board. Major changes were made to the policy in 2016 to remove procedural clauses and to modernize the policy.

Changes were made in 2021 to the Selection Criteria and Controversial Materials sections and to the Request for Review of Materials form. The 2020 revision of the Ontario Library Association Statement's on Intellectual Freedom and the Intellectual Rights of the Individual replaced the previous version.

Analysis:

Several revisions are being suggested to the policy. Proposed changes to the policy are indicated in the draft as follows:

- ~~Red strikethrough~~ indicates text that staff propose be removed from the policy.
- Blue indicates text that staff propose be added to the policy.
- ~~Green double strikethrough~~ indicates text that staff propose be moved to a different location in the policy. <u>Green underlined </u>style indicates the proposed new location for this text in the policy.

Guiding Principles
Edits for grammar, consistency or copy-editing.

Responsibility for Selection
The current policy states that "the selection of material rests legally with the Library Board." This may have originated from section 3 of the *Public Libraries Act,* which says that "A public library shall be under the management and control of a board, which is a corporation known in English as The (insert name of municipality), Public Library Board and in French as Conseil de la bibliothèque publique de (insert name of municipality). R.S.O. 1990, c. P.44, s. 3 (3)."

Section 15(2) seems more applicable: "A Board shall appoint a chief executive officer who shall have general supervision over and direction of the operations of the public library and its staff…."

Library staff reviewed a number of Ontario public libraries' policies and the majority listed the Chief Librarian/CEO as the responsible party. Advice was also obtained from Ontario Library Service staff.

It is suggested that Library Board be changed to CEO/Chief Librarian.

The other revision for this section is the move of the paragraph on patron requests for purchase to the Selection Criteria section.

Controversial Materials
The most substantive change to this section, which staff suggest be renamed to Review of Library Materials, is around the process for reviewing library materials. Following from the CEO being responsible for the selection of materials, the CEO should make the final decision on any requests to remove or reclassify materials. The updated process also provides for a greater degree of community engagement in the review process with an explicit invitation for patrons dissatisfied with the response to the request for review of materials to meet with the CEO and members of the review committee.

Practice has been that a report on challenged materials is brought to the Library Board each year in February. It is suggested the report be formally added to the policy.

Revisions in other sections are for flow, clarity and readability. The basic ideas are the same.

A section on third-party vendors and shared collections is suggested as an addition.

Revisions to the Request for Review of Library Materials form to mirror changes to the policy are suggested.

Recommendations:

That the Board approve the revised Collection Development Policy.

Collection Development (DRAFT)

1.   Purpose

The purpose of this policy statement is to clarify the criteria used for selecting and acquiring materials, as well as the responsibility for maintaining the collections.

2.   Scope

The Collection Development Policy applies to all formats in the Library collection, including print, non-print, audio-visual and electronic materials.

3.   Guiding Principles

The mission of the Kingston Frontenac Public Library is to make a positive difference in the lives of everyone in Kingston Frontenac. The Library's collections are one of the primary ways the mission is realized. The Library strives to provide a dynamic collection of materials that is regularly evaluated and available in a variety of formats to serve the needs and support the interests of all members of our community.

The Library aims to provide community-driven and community-focused collections. Community input is obtained through direct suggestions from the public, discussions with ~~stakeholder~~ community groups and contin~~uously~~uous~~ally evaluating~~ evaluation of the needs of the various ~~cultural~~ groups within Kingston and Frontenac County. Special consideration is given to materials with Kingston and Frontenac County authorship, content or relevance.

The Library endeavors to provide equitable access to its extensive collections through a multi-tiered service delivery model ~~which~~ that rationalizes the location, scope and focus of collections. In addition, items may be delivered to any branch at the user's request. The materials budget is maximized through coordinated and controlled expenditure.

~~Basic to the~~ The Library's Collection Development Policy fundamentally depends on ~~is~~ the Ontario Library Association's Statement on Intellectual Freedom and the Intellectual Rights of the Individual (2020). (See Appendix A)

4.   Policy

4.1.   Responsibility for Selection

The responsibility for the selection of material rests ~~legally with the Library Board~~ with the Chief Librarian/CEO who~~. It~~, in turn, delegates the selection and withdrawal of materials to the professional staff who are responsible for the collection on a day-to-day

basis.

~~Suggestions for purchase are welcomed from members of the public. All suggested purchases are reviewed by library staff who apply the same selection criteria that are applied to all other materials purchased by the Library.~~

4.2.   Selection Principles

The materials purchased for the Library are selected with the purpose of carrying out the mission, vision and values of the institution. To that end, the Library has established the following goals of selection:

- To maintain a well-balanced and broad collection of materials for information, enjoyment, reference and research
- To foster intellectual growth, lifelong learning and the formal and informal education and enlightenment of the community
- To provide materials for the recreational and leisure pursuits of the public
- To stimulate thoughtful participation in community affairs by providing access to a variety of opinions and ideas

To assist in the process of selection, the following principles are used to judge the quality and the quantity of the items that are chosen:

- Contemporary materials representing various points of view, which are of current interest and possible future significance, including materials which reflect current conditions, trends and controversies
- Materials designed to increase the individual's ability to function effectively as a member of society
- Materials which provide access to practical information which develops the individual's dependence on self, thereby enhancing the quality of life
- Materials which provide an aesthetic experience, stimulate imagination and increase the individual's potential for creativity
- Materials, including the experimental or controversial, which may extend the individual's capacity to understand the world in which they live
- Materials which entertain and which may enhance the individual's enjoyment of life
- Source materials which thoughtfully interpret, document or illuminate the past
- In addition to English, French and Indigenous language materials, materials which reflect the diverse linguistic or cultural heritage of the community.

- Recognizing the responsibility to make works by Kingston Frontenac and Canadian writers widely available, the Library shall acquire Canadian materials in all categories.

4.3. Selection Criteria

When selecting materials for the collection, Library staff may consider:

Non-fiction

- Purpose and importance
- Authority and reputation
- Accuracy
- Style, clarity and presentation
- Access
- Format
- Need
- Demand
- Price
- Relationship to other items in the collection
- Quality of illustrations or art
- Reviews in library reviewing sources (e.g. *Publishers Weekly, Library Journal*)

Fiction

- Style
- Creativity
- Characterization
- Literary merit
- Appeal
- Demand
- Price
- Need
- Relationship to other items in the collection
- Quality of illustrations or art
- Reviews in library reviewing sources (e.g. *Publishers Weekly, Library Journal*)

Suggestions for purchase are welcomed from members of the public. All suggested purchases are reviewed by library staff who apply the same selection criteria that are applied to all other materials purchased by the Library.

4.4. Accessible Collections

Many of the resources available at the Kingston Frontenac Public Library are suitable for patrons with print disabilities.

Vision Enhancements:
- Downloadable audiobooks
- Downloadable eBooks – the settings can be adjusted with the majority of our downloadable eBooks to suit personal preferences for text size and typeface
- Books on CD
- DAISY (Digital Accessible Information System) books
- Large Print Books

Hearing Enhancements:
- Many DVDs have a sub-title option
- Many of our databases have text-to-speech capabilities

4.5. Children's Collections

The Library's children's collections serve children from infancy through age twelve. Materials for these collections reflect the wide range of reading and interest levels that this age group includes. The children's collections exist to encourage children to develop a lifelong habit of reading for both recreational and informational needs. Materials for children shall be chosen in accordance with the Kingston Frontenac Public Library's overall collection development policy.

4.6. Teen Materials

Teen materials are selected to meet the informational and recreational needs of teens aged thirteen through eighteen. An effort is made to provide materials that support the developmental stages of all teens. The teen collections are not intended to be comprehensive, serving all the needs and interests of teens, nor is it the Library's intention that teens should be confined to the use of these materials. Materials for teens shall be chosen in accordance with the Kingston Frontenac Public Library's overall Collection Development Policy.

4.7. Parental Responsibility

Responsibility for a child's or teen's choice and use of materials rests with their parent(s) or legal guardian(s). The Kingston Frontenac Public Library believes in the freedom of the individual, and the right and obligation of parents(s) or legal guardian(s) to guide, develop, interpret and maintain their own code of values in their family.

Library users of all ages have open access to the Library's collections. Selection for the adult collection is not restricted by the possibility that children or teens may access materials their parent(s) or legal guardian(s) may consider inappropriate.

4.8.   Textbooks/Homeschooling Needs

School libraries serve the curriculum needs of students. The Library does not attempt to acquire textbooks or other curriculum-related materials except as such materials may also serve the general public. The Library recognizes the need to provide a wide variety of cultural and recreational reading matter for students in traditional schools and those being homeschooled, and to provide basic materials for students seeking to complete assignments outside school hours.

4.9.   Collection Maintenance

In order to maintain a current and relevant collection, it is necessary to withdraw materials from the library collections regularly and systematically. The following criteria are considered when withdrawing materials:

- Accuracy
- Timeliness
- Physical condition
- Frequency of use
- Availability of other copies
- Relevance to needs and interests of the community

If still needed, items may be replaced or rebound. Replacement depends on the demand for the title, the availability of more current materials on the topic and the extent of the coverage of the subject in the collection.

4.10.   ~~Controversial~~ Review of Materials

The Kingston Frontenac Public Library Board regards ~~the right of access by~~ an individual's right of access to information~~, controversial or non-controversial,~~ through the public library as an important element of a democratic society. The presence of any material in the Library does not indicate an endorsement of its contents.

The content or manner of expressing ideas in material that is purposely selected to fill the needs of some Library users may be considered to be offensive by other Library users. The Library recognizes the right of any individual or group to reject Library material for personal use, but does not accord to any individual or group the right to restrict the freedom of others to make use of that same material. ~~The Library recognizes that many materials are controversial and that any given item may offend some patrons.~~

~~In the case of controversial issues, an effort is made to see that all points of view are represented.~~ While Library staff will attempt to guide individuals and groups to materials suitable for their use, the ultimate responsibility for the choice made by the patron lies with the patron and/or their parent(s) or guardian(s).

Requests for reconsideration of Library materials must be made in writing by submitting a Request for Review of Library Materials form (see Appendix B). ~~and on the understanding that selection will not be determined by pressure from any group or individual nor will materials serving the purpose of the Library be removed from the collection. Completed Request for Review of Library Materials forms (See Appendix B) are forwarded to the Collections Librarian for review.~~ Acknowledgement of the request will be sent within 2 business days and a written response will be sent within 30 days. ~~If the patron is still not satisfied, a written request for the review to be appealed will be forwarded to the Board for their consideration. The Board and the Chief Librarian will jointly rule on the appeal and report the decision to the complainant within 30 days of the next Board meeting.~~

The request will be formally reviewed by Library staff and the decision will be communicated to the requestor. Patrons who are not satisfied with the nature of the response will be invited to meet with the CEO and members of the staff review team. The final decision on any challenge to the collection rests with the CEO. An annual report on challenges to Library materials is provided to the Board.

Some of the Library's digital content is provided using third-party vendors and/or shared collections with other library systems. The Library subscribes to services in which the third-party vendor, and not Library staff, determines the specific titles or materials made available through the service. In these circumstances, the Library is unable to reconsider specific materials that Library users object to but may inform the third-party vendor or other library of user concerns and/or take these concerns into consideration in determining whether to continue using the vendor.

4.11. Labeling of Collections

The Library does not label materials to indicate approval or disapproval of the content~~, nor does it expurgate any material in the collection~~. No catalogued book or other item will be placed on closed shelves, except due to space limitations or to protect it from damage or theft.

5. Appendices

a) Ontario Library Association (OLA) Statement on Intellectual Freedom and the Intellectual Rights of the Individual (2020)

b) Request for Review of Library Materials form

6.   Document Control

This policy shall be reviewed on an annual basis.

Original Policy Date: 2007 February

Last Reviewed: 2022 February

Changes made: see report to Board dated February 2, 2022

Next Review: 2023 February

Appendix A:

Ontario Library Association Statement on Intellectual Freedom and the Intellectual Rights of the Individual

Introduction

The Ontario Library Association and its divisions are committed to the fundamental rights of intellectual freedom, the freedom to read and freedom of the press, as embodied in the Canadian Charter of Rights and Freedoms.

Ontario Libraries have the important responsibility to facilitate expressions of knowledge, creativity, ideas, and opinion, even when viewed as unconventional or unpopular.

The Ontario Library Association declares its acceptance of the following principles for libraries:

1. Equitable access to library service to the public is based upon the right of the citizen, under the protection of the law, to judge individually on questions of politics, religion and morality.

2. Intellectual freedom requires freedom to critically examine and create other ideas, opinions, views, and philosophy of life, other than those currently approved by the local community or by society in general and including those ideas and interpretations which may be unconventional, uncommon or unpopular.

3. The free traffic in ideas and opinions is essential to the health and growth of a free society and that the freedom to read, listen, view, and create is fundamental to such free traffic.

4. Library governance ensures that the principles of intellectual freedom and expression of thought are upheld.

Library Service, Collections and Resources

5. It is the responsibility of libraries to maintain the right of intellectual freedom and to implement it consistently in the selection of books, periodicals, films, recordings, and other materials including the provision of access to electronic sources of information and access to the internet. Materials are not excluded from library collections based on race, place of birth, origin, ethnic origin, ethnicity, citizenship, age, creed, disability, family structure, sex, and sexual orientation.

6. It is part of the library's service to its public to resist any attempt by any individual or group within the community it serves to abrogate, censor or curtail access to information, the freedom to read, view, listen or participate by demanding the removal of, or restrictions to library information sources in any format.

Library Programming, Events, and Space Bookings

7. It is the responsibility of libraries to maintain the right of intellectual freedom and expression by implementing it consistently when hosting programs and events within the public space of the library including rented public space by individuals and community organizations.

8. Libraries create welcoming community spaces where community members are free from discrimination and may engage in peaceful assembly. Libraries may cancel or deny permits to individuals or organizations when speech or displays are used in a way that is unlawful.

Applicable Legislation

Canadian Charter of Rights and Freedoms: Section 2(b) of the Charter of Rights and Freedoms protects "freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication".

Criminal Code: Section 63 pertains to Unlawful Assemblies and Riots. Section 297 pertains to defamatory libel. Section 318 pertains to hate propaganda.

Ontario Human Rights Code: Sub-section 13 pertains to infringing on freedom from discrimination.

Appendix B:

KFPL Request for Review of Library Materials

The Kingston Frontenac Public Library Board regards ~~the right of access by~~ an individual's right of access information, ~~controversial or non-controversial,~~ through the public library as an important element of a democratic society. ~~In the case of controversial issues, an effort is made to see that all points of view are represented.~~ All requests for reconsideration of material must be made in writing.

Completed Request for Review of Library Materials forms ~~are forwarded to the Collections Librarian for review~~ can be dropped off at any branch or emailed to collections@kfpl.ca. Acknowledgement of the request will be sent within 2 business days and a written response will be sent within 30 days.

Name: _____

Address: _____

Phone: _____   **Email:** _____

I represent: ☐ myself   ☐ other: _____

Please confirm that you have read the following:

☐ KFPL Collection Development Policy   ☐ OLA Statement on Intellectual Rights & Freedoms

Item for Review:

Title: _____

Author/Publisher/Producer: _____

1.   **Did you read / listen / view the entire work?**

     ☐ yes   ☐ no *(please explain):*

2.   **What do you find objectionable or unsuitable about the material? Please be specific (include page numbers if possible).**

3.   **What do you feel might be the result of reading, viewing or hearing this material?**

4.   **What would you like the Library to do about this material?**

Signature: _____

Date: _____

KFPL Report to the Board

Subject: Community Engagement Policy and Toolkit

Prepared by: K. Sutherland Mills, Director, Service Design and Delivery

Date of meeting: February 2, 2022

Background:

In 2016 the Library Board struck an ad hoc committee composed of Library Board members and two members of the community to develop a community engagement policy and process. The community engagement policy and toolkit were approved at the March 22, 2017 Library Board meeting.

The Library Board changed the scope of the policy at the June 28, 2017 meeting when it passed the following motion: "That the Library Board exempt maintenance and repair issues from the community engagement process, except for the requirement to "inform" the public".

At the June 28, 2017 meeting it was agreed that a group of board members would review the community engagement toolkit. Proposed revisions to the toolkit were included in the September 27, 2017 agenda. The revisions include reducing the number of questions and revising the assessment matrix to make it more basic, resulting in an assessment of low, medium, or high. The changes were approved at the September 27, 2017 meeting. At the same meeting it was agreed that because internal staff policies are between management and employees, they do not require community engagement.

The policy was approved with no changes in 2018, 2019 and 2020.

In 2021, the INCLUSION statement was updated.

Analysis:

Scope has been updated to clarify that the policy applies to higher-level decision-making rather than item-level choices regarding programs, collections and services.

Outdated terminology related to "stakeholders" has been updated to "community" or "interested parties" throughout the policy document and the toolkit.

Guiding principles are clearly stated at the beginning of the policy and in the toolkit. Rationale-focused statements that appear in the toolkit have been removed from the policy document to provide greater clarity in the policy statements.

The Board Ends Statements have been updated in the toolkit.

No other changes are recommended at this time.

Proposed changes to the policy are indicated in the draft as follows:

- ~~Red strikethrough~~ indicates text that staff propose be removed from the policy.

- Blue indicates text that staff propose be added to the policy.

- ~~Green double strikethrough~~ indicates text that staff propose be moved to a different location in the policy. <u>Green underlined</u> style indicates the proposed new location for this text in the policy.

Recommendations:

That the Library Board approve the revised policy and toolkit.

Community Engagement (DRAFT)

1.   Purpose

The purpose of this policy is to ensure that community engagement is integrated into decision making and planning at KFPL. The policy also serves to ensure that community consultation is conducted in a manner that appropriately reflects the complexity, community interest and impact of KFPL decisions.

Community engagement is an important tool for building and sustaining community trust.

2.   Scope

The policy applies to all KFPL services and operations, with the exception of maintenance and repair issues which are exempt except for the requirement to "inform" the public.

The policy applies to higher-level decision-making rather than item-level choices regarding programs, collections and services.

3.   Definitions

~~Stakeholders~~ "The community" and "interested parties" are defined as library users, individuals and/or communities, funding bodies or organizations that have an interest in the outcomes of a project or initiative.

4.   Guiding Principles

4.1.   Inclusion

We want to hear from and include all who have an interest ~~or stake~~ in the outcome of a decision. The Library is committed to reach out to the rural and urban populations across our vast geographic areas. KFPL prioritizes relationship building outside of the formal engagement process and is actively building connections with agencies and grassroots groups that work with underserved and underrepresented populations. These connections will be leveraged during any community engagement process to ensure feedback includes those voices. We will maximize accessibility by utilizing a variety of engagement tools.

4.2.   Respect

Our engagement with the community will take place in an atmosphere of mutual

respect.

4.3. Transparency

We will be open about decision processes, procedures and limits. We will communicate clearly in a timely and publicly accessible way. We will provide relevant background and context when informing or engaging the community about the initiative.

4.4. Clarity

We will be clear about defining the community's role in any public participation process. The promise, purpose and limitations on engaging the community and all ~~stakeholders~~ interested parties will be clear.

4.5. Effectiveness

We will allocate sufficient resources to provide the appropriate level of engagement, use these resources wisely, setting and meeting reasonable timelines..

4.6. Accountability

We will be accountable for the process and outcome during and after the engagement process. We will report back to ~~stakeholders~~ the community regarding what we heard and how these results were used in reaching the decision.

5. Policy

The Community Engagement Toolkit shall be used to determine when and what level of community engagement is needed.

6. Communication

When communicating with ~~stakeholders~~ the community, the Library will do so in accordance with the complexity and impact of the issue as determined by the Community Engagement Toolkit and in a manner that reflects the guiding principles.

~~In order for owners and stakeholders to provide meaningful input, they need to understand the project or initiative. KFPL will build this knowledge by sharing the details.~~ Details of the project will be shared in plain language, and~~. Details~~ shall include what has been done so far, why engagement is needed, what is being considered, what are the constraints, and how input is going to be used. To build credibility and trust in the engagement process, ~~stakeholders~~ interested parties will also need to understand:

- The overall engagement timeline
- Details of the engagement activities

- Who will be reviewing the input and making decisions
- ~~What is expected of them as a stakeholder~~ Their role in the process

~~It is important to develop a~~ A clear communication plan ~~that~~ will be developed to shape the whole engagement process and provide clear answers to ~~stakeholder~~ community questions/concerns from the earliest stages to reporting back results. ~~Owners and stakeholders are unable to provide input if they don't know about the opportunity to do so.~~

The engagement plan ~~should~~ will work together with the project's communication plan to generate awareness about the engagement opportunities.

7.   Engagement Planning

The Library will utilize the Community Engagement Toolkit to help shape a plan for engagement. The engagement plan serves as a roadmap for the engagement process and helps clarify:

- Engagement goals and objectives
- What KFPL is ~~are~~ seeking input on
- Who KFPL ~~stakeholders are~~ has identified as interested parties
- Details such as engagement scope, budget, timelines, dates, roles and responsibilities
- ~~At what level on t~~The Spectrum of Strategies and Promises level at which ~~stakeholders~~ the community will be engaged
- Decisions that are not open to input

8.   Reporting Back and Evaluation

~~One of the foundations of a good engagement process is to ensure stakeholders know what has been done with their input. If stakeholders take the time to provide input they want to know what was done with it.~~

KFPL will compile and consider ~~stakeholder~~ feedback received and report back on:

- What was heard (pulling all sources of input together).
- What decision was made and how the input was used.
- If nothing was changed as a result of the feedback, why?

~~It is best to include r~~Raw data will be included in an Appendix in order for contributors to see their individual voices represented and ensure the reporting is an accurate reflection of the data.

~~By ensuring this feedback loop happens, stakeholders will be more inclined to participate in future engagement opportunities. If they know their time and efforts are being respected, we will continue to gain trust and credibility.~~

Evaluation is important for continuous improvement. KFPL will evaluate both the engagement process and engagement outcomes, ~~Good engagement is not a formula~~. document~~ing~~ lessons learned that can be applied to future projects, ~~. This extra step ensures we continually~~ refin~~e~~ing and improv~~e~~ing our engagement efforts and approach.

9.   ~~Appendices~~ Related Documents

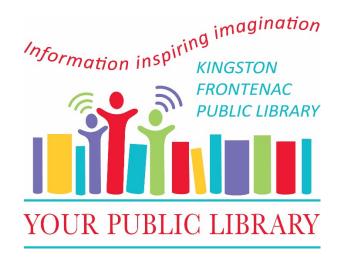KFPL Community Engagement Toolkit (internal use only)

10. Document Control

Original Policy Date: 2017 March

Last Reviewed: 2022 February

Changes made: see report to Board dated February 2, 2022

Next Review: 2023 February

**Kingston Frontenac Public Library
Community Engagement Toolkit**

~~February 2021~~February 2022

Table of Contents

The KFPL Community Engagement Toolkit is the preferred method to ensure that our projects and initiatives are undertaken with appropriate levels of engagement. This toolkit is designed to be used by the KFPL Board, CEO and senior staff as part of their project planning.

Engagement shouldn't be considered a separate step or process within a project. It should be seamlessly integrated into a project as a part of the decision-making process. Engagement works together with project management best practices and relies on communication for its success.

Assessing the need for community engagement and building in an engagement plan ensures that you set your project up for success. The consequences of not consulting on projects that have community impact can lead to:

- Damaged relationship between the community and the Library
- Decisions that inadvertently exclude people
- Unexpected costs or delays
- An erosion of public trust in the Library, its programs and its staff.

Engagement Tools

This toolkit includes a suite of tools to help KFPL staff and board success in their engagement activities:

Tool	Description	Who should use this tool	Page
Understanding and identifying stakeholders	This tool will help you understand who the stakeholders are and why they are critical to the project or initiative.	All staff and board members should review this tool.	3
Engagement Process	These are the steps to follow to execute a good engagement process.	The project lead will follow these steps when executing an engagement process.	4-6
KFPL Engagement Assessment Tool	This tool will help you determine if engagement is required for your project, and will outline the approval level and next steps.	The project lead should complete the Assessment tool with input from the department or business unit responsible	7-12
Spectrum of Strategies and Promises	This tool will help clarify at what level each stakeholder will be involved.	The project lead, in consultation with the CEO/Chief Librarian, will determine the level(s) of engagement.	13
Public Participation Toolbox	This tool shows techniques that can be used for stakeholder involvement for different levels on the Spectrum of Strategies.	The project lead, in consultation with the CEO/Chief Librarian, will determine the appropriate tool(s) to use for the engagement plan, as per step 1 of the toolkit.	14
Values and Guiding Principles	The Values and Principles to Guide Community Engagement lays out KFPL engagement values of inclusion, respect, transparency, clarity, effectiveness and accountability.	All staff and board members should follow the guiding principles.	15

Understanding and Identifying Interested Parties

This tool will help you understand who the interested parties are and why they are critical to the project or initiative.

All staff and board members should review this tool.

Engagement Process

These are the steps to follow to execute a good engagement process.

The project lead will follow these steps when executing an engagement process.

KFPL Engagement Assessment Tool

This tool will help you determine if engagement is required for your project, and will outline the approval level and next steps.

The project lead should complete the Assessment tool with input from the department or business unit responsible.

Spectrum of Strategies and Promises

This tool will help clarify at what level each interested party will be involved.

The project lead, in consultation with the CEO/Chief Librarian, will determine the level(s) of engagement.

Public Participation Toolbox

This tool shows techniques that can be used for interested party involvement for different levels on the Spectrum of Strategies.

The project lead, in consultation with the CEO/Chief Librarian, will determine the appropriate tool(s) to use for the engagement plan, as per Step 1 of the toolkit.

Values and Guiding Principles

The Values and Principles to Guide Community Engagement lays out KFPL engagement values of inclusion, respect, transparency, clarity, effectiveness and accountability.

All staff and board members should follow the guiding principles.

Understanding and identifying interested parties

Interested parties can be members of the community at large, specific populations and groups, patrons, businesses, non-profit organizations, community organizations and

partners, government agencies, funders, volunteers, donors, Friends of the KFP Library, and internal departments and staff.

These individuals and/or groups may:

- Be directly or indirectly affected by your project or initiative.

- Have an interest in your project or initiative.

- Have something to offer your project or initiative.

- Impact your ability to carry out your project or initiative.

- Have influence on your project or initiative.

The engagement process should include as many interested parties as can be identified and are willing to participate. An inclusive process is needed to:

- Understand all perspectives on an issue and ensure diverse views are shared, heard and understood between interested parties themselves as well as with KFPL.

- Balance the loud voices of a few with the silent thoughts of many.

- Ensure those parties who are typically difficult to reach because of barriers and constraints, are identified, invited and encouraged to participate by removing the barriers.

As we demonstrate our commitment to better engage and include the community in the decision-making process, there are some things we need to remember:

- Interested parties often have knowledge of their communities and/or information KFPL doesn't have.

- KFPL needs to ensure that all voices are heard.

- There are often multiple engagement projects taking place at any given time. We need to respect the time of interested parties, and align our engagement efforts where possible.

- Engagement needs to be meaningful and well executed.

Engagement Process

The Engagement Process is a six step process for determining whether engagement is required as part of a project or initiative at KFPL.

Step 1 – Assess engagement requirement

Step 2 – Develop a plan

Step 3 – Communicate to build community trust

Step 4 – Implement the plan

Step 5 – Analyze and report back

Step 6 – Evaluate

Step 1 – Assess engagement requirement

Complete the Engagement Assessment Tool (Page 7). Use the other assessment tools to assess the impact and complexity of the project and the level of engagement indicated. This should be done at the earliest stages of project planning so that an engagement plan and budget can be incorporated into the project plan.

Step 2 – Develop a plan

Developing an engagement strategy and plan is a critical part of any good engagement process. Once your Assessment is complete, use the roles and responsibilities chart to determine whether the plan is to be developed/approved by Senior Staff, CEO or the Board. An engagement plan serves as a roadmap for the engagement process and helps clarify:

- At what level on the Spectrum of Strategies and Promises you are engaging your stakeholders.
- Engagement goals and objectives.
- What you are seeking input on.
- Decisions that are not open to input.
- Who the interested parties are.
- Methods you will use to collect community input, report back, etc.
- Details such as engagement scope, budget, timelines, dates, roles and responsibilities.

Step 3 – Communicate to build community trust: Tell the story

It is important to develop a clear communication plan that will shape the whole engagement process and provide clear answers to community questions and concerns from the earliest stages to the reporting back of the results.

- To provide meaningful input, the community needs to understand the project. Build this knowledge by sharing the details of the project in plain language including what has been done so far, why engagement is needed, what is being considered, what are the constraints, and how input is going to be used.

- To build credibility and trust in the engagement process, the community will also need to understand: the overall engagement timeline; details of the engagement activities; who will be reviewing the input and making decisions; and what is expected of them as a participant. Community members need to know that their input will be heard and is valued.

- To ensure transparency, the communication plan needs to raise awareness, amongst all interested parties, of the opportunities for engagement.

- To build knowledge in order for the community to provide meaningful input, they need background information about the project such as: What is the project? Why do we need it? Who is impacted? What are the options? What are the constraints?

- To build credibility and trust in your engagement process. Community members are often reluctant to provide input if they aren't sure it will make a difference. People need information about the engagement process such as:
  - The overall engagement timeline. Dates, times and locations of engagement events / links to online engagement opportunities.
  - Information about who will be reviewing input and making decisions.

Step 4 – Implement the plan

This is the step where you connect and work with your community through the engagement opportunities that have been outlined in the engagement plan. Do so in a genuine, open and honest manner as laid out in KFPL Values and Principles to Guide Community Engagement.

Step 5 – Analyze and report back

One of the foundations of a good engagement process is to ensure participants know what you have done with their input. If community members take the time to provide input they want to know what was done with it.

KFPL will compile and consider community feedback and report back on:

- What was heard (pulling all sources of input together)
- What decision was made and how the input was used.
- If nothing was changed as a result of the feedback, why?

It is best to include raw data in an Appendix in order for contributors to see their individual voices represented and ensure the reporting is an accurate reflection of the data.

By ensuring this feedback loop happens, community members will be more inclined to participate in future engagement opportunities. If they know their time and efforts are being respected, we will continue to gain trust and credibility.

The mechanisms for reporting back should be included in the communication plan.

Step 6 – Evaluate

Evaluation is important for continuous improvement. KFPL will evaluate both the engagement process and engagement outcomes. Good engagement is not a formula.

The engagement plan should be designed to meet the unique needs of the community and the project at hand. By evaluating the process and engagement outcomes, KFPL can document lessons learned that can be applied to future projects. This extra step ensures we continually refine and improve our engagement efforts and approach.

Engagement and confidence will take time. As the organization's confidence in public participation increases it will move along the spectrum. Part of the process is to learn and grow.

KFPL Engagement Assessment Tool

The Engagement Assessment Tool is a four-step process designed to help you navigate and develop a consistent approach to engagement in the work conducted by KFPL. Information from this Engagement Assessment Tool may be used in whole or in part for future project reports to indicate how the decision to engage or not and/or depth and breadth of engagement were determined.

Step 1 - Project definition and engagement consideration

Step 2 - Assess impact and complexity of the project

Step 3 - Actions and responsibilities

Step 4 - Engagement Assessment approval

Outcome

By completing the Engagement Assessment, you will be able to determine:

- If engagement is required.
- The actions and responsibilities with respect to the engagement process.
- Approval levels for your engagement plan.

Step 1 – Project definition and engagement consideration

What is the policy or initiative?

What is the planned outcome? *(i.e., a new policy, a revision of an existing policy, significant branch change)*

Please explain if any decisions are not open for input from stakeholders the community.

What decisions have already been made?

Have any promises about stakeholder community involvement been made? If yes, please explain.

Is there legislation or regulations which make engagement a requirement?

Assess the following questions on a scale of 1-3 (1 = No; 2 = Possibly; 3 = Yes / Likely) Provide a brief rationale for your answer.

Does the initiative:

1 2 3	1. Have the potential to negatively impact, marginalize or exclude a specific group of library users or members of the community?
1 2 3	2. Represent a significant departure from existing library policy / processes?
1 2 3	3. Have the potential to generate conflict between the library and social, economic and/or cultural values of concern to the public, library users or other agencies / organizations?
1 2 3	4. Provide the potential to learn from the community or a specific community/ies and thereby improve the project, planning or other outcomes?
1 2 3	5. Have the potential to impact staff and thereby staff's relationship with the public, patrons, or other agencies / organizations?

Does the initiative have the potential to negatively impact, marginalize or exclude a specific group of library users or members of the community?

☐ No ☐ Possibly ☐ Yes / Likely

Rationale:

Does the initiative represent a significant departure from existing library policy / processes?

☐ No   ☐ Possibly   ☐ Yes / Likely

Rationale:

Does the initiative have the potential to generate conflict between the library and social, economic and/or cultural values of concern to the public, library users or other agencies/organizations?

☐ No   ☐ Possibly   ☐ Yes / Likely

Rationale:

Does the initiative provide the potential to learn from the community or a specific community/ies and thereby improve the project, planning or other outcomes?

☐ No   ☐ Possibly   ☐ Yes / Likely

Rationale:

Does the initiative have the potential to impact staff and thereby staff's relationship with the public, patrons, or other agencies/organizations?

☐ No   ☐ Possibly   ☐ Yes / Likely

Rationale:

Any additional considerations:

Step 2 – Assess sensitivity of the project

Project Type	☐ standard / routine	☐ unique / pilot	☐ precedent setting / multiple phases / new program or service
Community Impact	☐ Low	☐ Medium	☐ High
Internal Impact (Staff)	☐ Low	☐ Medium	☐ High
Given your knowledge of stake holders, what is the stakeholder ability to impact decisions (refer to Spectrum of Strategies and Promises)	☐ Inform	☐ Consult / involve	☐ Collaborate / empower
What is the political sensitivity of this project or decision?	☐ Little attention – project or decision unlikely to be a public issue.	☐ There has been some attention. Some disagreement or differing of opinions is anticipated.	☐ Highly sensitive topic – either currently or anticipated.
How inclined will citizens and stakeholders be to accept this project or decision?	☐ The stakeholders are not likely to be concerned.	☐ Some issues are anticipated.	☐ There are many issues or there is at least one stakeholder group that is opposed.
Based on what you know, what do you anticipate will be the level of disagreement between stakeholder groups?	☐ No disagreement or can be easily managed.	☐ There will be a few competing positions – but can be managed with some effort.	☐ Competing positions by multiple stakeholder groups or more than a few different strongly held positions.

1. Project Type

- [ ] standard / routine
- [ ] unique / pilot
- [ ] precedent setting / multiple phases / new program or service

2. **Community Impact**

- [ ] low
- [ ] medium
- [ ] high

3. **Internal Impact (staff)**

- [ ] low
- [ ] medium
- [ ] high

4. **Given your knowledge of ~~stakeholders~~ the community, what is the ~~stakeholder~~ ability of interested parties to impact decisions? (refer to Spectrum of Strategies and Promises)**

- [ ] inform
- [ ] consult / involve
- [ ] collaborate / empower

5. **What is the political sensitivity of this project or decision?**

- [ ] Little attention – project or decision unlikely to be a public issue.
- [ ] There has been some attention. Some disagreement or differing of opinions is anticipated.
- [ ] Highly sensitive topic – either currently or anticipated.

6. **How inclined will ~~citizens and stakeholders~~ the community be to accept this project or decision?**

- [ ] The ~~stakeholders~~ community ~~are~~ is not likely to be concerned.
- [ ] Some issues are anticipated.
- [ ] There are many issues or there is at least one ~~stakeholder~~ community group that is opposed.

7. **Based on what you know, what do you anticipate will be the level of disagreement between ~~stakeholder~~ different groups within the community?**

- ☐ No disagreement or can be easily managed.
- ☐ There will be a few competing positions – but can be managed with some effort.
- ☐ Competing positions by multiple ~~stakeholder~~ groups or more than a few different strongly held positions.

8. **Based on the above assessment, what engagement level do you suggest for this initiative or project:**

- ☐ Yes, engagement is required.
- ☐ No, engagement is not required.

9. **Comments:**

Project Name: _____

Business Unit: _____

Project Start Date: _____

Project Contact: _____

Role: _____

Project Manager contact email: _____

Form Completion Date: _____

Project Approver Name: _____

Title: _____

Signature: _____

Additional comments:

Please provide any additional comments.

Spectrum of Strategies and Promises

The Spectrum of Strategies and Promises[1] helps define the public's role in the engagement. It shows an increasing level of public participation as it moves from Inform to Empower. Whenever KFPL embarks on an engagement process, the Public Participation Goal of the engagement and the 'Promise to the Public' will be clarified at the beginning of the process.

KFPL has consistently engaged in public consultation – previous engagements and where on the Spectrum they fit is shown in Appendix A: Public Participation Spectrum – Previous Practices for KFPL.

	Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal	To provide the public with balanced and objective information.	To obtain public feedback on alternatives and/or decision.	To work directly with the public to ensure that concerns and aspirations are consistently understood and considered.	To partner with the public in the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the Library community.
Promise to the Public	We will keep you informed	We will listen and learn about your views, issues, concerns and ideas. We will seek your feedback on drafts and proposals. We will provide input on how your feedback influenced the decision	We will work with you for direct advice and innovation and incorporate your advice and incorporate your recommendations into the decisions and provide feedback on how your feedback influenced the decision	We will look to you for advice and innovation and will incorporate your advice and recommendations into decisions to the maximum extent.	We will implement what you decide.

[1] KFPL gratefully acknowledges the International Association for Public Participation (IAP2) who provided permission to use the IAP2 Spectrum of Public Participation.

Public Participation Goal:

Inform: To provide the public with balanced and objective information

Consult: To obtain public feedback on alternatives and / or decision.

Involve: To work directly with the public to ensure that concerns and aspirations are consistently understood and considered.

Collaborate: To partner with the public in the development of alternatives and the identification of the preferred solution.

Empower: To place final decision-making in the hands of the Library community.

Promise to the Public:

Inform: We will keep you informed.

Consult: We will listen and learn about your views, issues, concerns and ideas. We will seek your feedback on drafts and proposals. We will provide input on how your feedback influenced the decision.

Involve: We will work with you for direct advice and innovation and incorporate your advice and incorporate your recommendations into the decisions and provide feedback on how your feedback influenced the decision.

Collaborate: We will look to you for advice and innovation and will incorporate your advice and recommendations into decisions to the maximum extent.

Empower: We will implement what you decide.

Public Participation Toolbox:

There is a range of practical tools and techniques that can be used at all five levels of the Spectrum of Strategies.

IAP2's Public Participation Toolbox (Appendix B – for internal purposes only) gives an overview of more than 20 tools and techniques along with practical advice for selecting, using and evaluating a broad range of public participation activities.

Values and Principles to Guide Community Engagement

KFPL Board of Directors Ends Statement,

Kingston Frontenac Public Library exists so that both urban and rural residents have access to resources, services, and programming that support personal enrichment, digital equity, information literacy, and meaningful societal participation through effective stewardship of public resources.

1. Residents and visitors find welcoming, inclusive public spaces where they can build a shared sense of community and belonging.
   1.1. People engage in inter-cultural experiences and expand their awareness of social issues.
2. Library spaces, collections and services are responsive to people's needs and lived experiences including those persons facing systemic barriers.
   2.1. Library resources and services are accessible and culturally relevant.
   2.2. Indigenous members in the service area experience decolonized and Indigenized library services.
3. Community members find opportunities that spark imagination and ignite creativity.

Excerpt from KFPL Vision 2020, October 2013

Our primary purpose is to make a positive difference in the lives of everyone in Kingston Frontenac. We aim to achieve this purpose by helping residents transform today's vast information resources into the solutions, facts, know-how, inspiration, and entertainment they need to learn, solve problems, read, engage with the community and reach their personal aspirations.

We will:

- Connect the communities within our community with discussions specific to Kingston Frontenac.
- Treat all people with respect.
- Encourage and support creative approaches and innovative solutions in all aspects of library services.

Guiding Community Engagement

KFPL is committed to the following principles:

- **INCLUSION**: We want to hear from and include all who have an interest in the outcome of a decision. We will provide equitable opportunity to participate.

- **RESPECT**: Our engagement with the community will take place in an atmosphere of mutual respect.

- **TRANSPARENCY**: We will be open about decision processes, procedures and limits. We will communicate clearly in a timely and publicly accessible way. We will provide relevant background and context when informing or engaging the community about the initiative.

- **CLARITY**: We will be clear about defining the community's role in any public participation process. The promise, purpose and limitations on engaging the community and all stakeholders will be clear.

- **EFFECTIVENESS**: We will allocate sufficient resources to provide the appropriate level of engagement, use these resources wisely, setting and meeting reasonable timelines.

- **ACCOUNTABILITY**: We will be accountable for the process and outcome during and after the engagement process. We will report back to stakeholders regarding what we heard and how these results were used in reaching the decision.

Acknowledgements

With permission we are able to use resources from the City of Kingston, the City of Calgary and the International Association for Public Participation (IAP2).

List of Resources

Community-Led Service Philosophy Toolkit May 2010 (revised March 2013) Edmonton Public Library

Engage Framework and tools, City of Calgary

International Association for Public Participation (IAP2):
- Spectrum of Public Participation
- Public Participation Toolbox – Planning for Effective Public Participation (2016)

KFPL Board Carver Governance Model 2015-2018

Libraries Transforming Communities (LTC): Community Conversation Workbook, American Library Association (ALA)

Ontario Library Boards' Association's (OLBA) Leadership by Design: Cut to the Chase September 2012

REALBoard Toolkit: Connect! A Guide to Ownership Linkage, Vol. 3, The Governance Coach, Jannice Moore, 2008

Appendix A: Public Participation Spectrum – Previous Practices for KFPL

	Inform	Consult	Involve	Collaborate	Empower
Initiatives and projects	• Programs • New Programs • Events • Board Decisions • Board Policies • Budget • Postcards	• Teen and New Adult Initiatives • Parham Branch • Central Renovation • Strategic Plan • Post-programming • Requests for Purchase • Central Branch Renovation Project	• Strategic Plan		
Participation tools used by KFPL	• KFPL Website • In-Branch TV screen • Fact Sheets • Newsletters – printed copies and e-blasts • Advertising • Social media • Attendance at Community Fairs / Events • Physical Displays • Partnership Committees	• Advisory Committees • Community Meetings • Discussion groups / workshops • Focus Groups • One-on-one interviews • Surveys • Polls • Suggestion Forms			

1. Initiatives and Projects

Inform

- Programs
- New Programs

- Events
- Board Decisions
- Board Policies
- Budget
- Postcards

Consult

- Teen and New Adult Initiatives
- Parham Branch
- Central Renovation
- Strategic Plan
- Post-programming
- Requests for Purchase
- Central Branch Renovation Project

Involve

- Strategic Plan

2. Participation Tools Used by KFPL

Inform

- KFPL Website
- In Branch TV screen
- Fact Sheets
- Newsletters – printed copies and e-blasts
- Advertising
- Social media
- Attendance at Community Fairs / Events
- Physical Displays
- Partnership Committees

Consult

- Advisory Committees
- Community Meetings
- Discussion groups / workshops
- Focus Groups
- One-on-one interviews
- Surveys

- [Polls](#)
- [Suggestion Forms](#)

Appendix B: Public Participation Toolbox

IAP2 2016 version

For internal purposes only – **link to document**

KFPL Report to the Board

Subject: Social Media Policies

Prepared by: K. Sutherland Mills, Director, Service Design and Delivery

Date of meeting: February 2, 2022

Background:

KFPL uses selected social media platforms as tools to promote the Library and to communicate with the public regarding library programs and services. These policies outline appropriate use of these platforms by both staff and the public, guide staff decision-making around new content, and aid staff in addressing problematic public posts and comments.

Analysis:

We will be launching a TikTok channel in 2022. The current policy provides sufficient guidance to manage content and public engagement on the site.

The policies require the Library to set and follow best practices, outline the Library's commitment to monitoring social media to ensure timely responses, and provide guidelines to determine whether content is inappropriate or inaccurate with appropriate steps of action.

Two changes were made to the Public Use of KFPL Online Forums and Social Media Policy. We added a phrase to indicate that screen capture or other means of recording inappropriate content may be used when addressing a problem. The two most common challenging interactions were moved to the top of the list of inappropriate behaviour for greater visibility.

In the KFPL Employee Online and Social Media Policy, changes were made to:

- Align responsibilities with changes to the management team structure
- Clarify the intent of a statement regarding inappropriate employee behaviour
- Reference KFPL policies that apply to employee behaviour
- Broaden a statement that previously listed specific social media platforms

No significant changes to either policy are required at this time.

Proposed changes to the policy are indicated in the draft as follows:

- ~~Red strikethrough~~ indicates text that staff propose be removed from the policy.

- Blue indicates text that staff propose be added to the policy.

- ~~Green double strikethrough~~ indicates text that staff propose be moved to a different location in the policy. <u>Green underlined</u> style indicates the proposed new location for this text in the policy.

Recommendations:

That the Board approve the revised Public Use of KFPL Online Forums and Social Media and KFPL Employee Online & Social Media policies.

KFPL Employee Online and Social Media (DRAFT)

The Kingston Frontenac Public Library uses online and social media to extend library service and engage with the community in a manner consistent with the Library's mission, vision and values, within the framework of the Library's Strategic Plan.

This policy will:

- promote the effective use of social media to support customer service;
- explain what is expected of KFPL staff in the use of KFPLs online and social media outlets;
- help to minimize exposure to risk by setting out clear guidelines for use and participation.

1.   Scope

This policy applies to Library social media and online activities including, but not limited to, blogs, social networks and online communities, websites and mobile applications.

This policy applies to all KFPL staff. Employees are expected to seek clarity from supervisors or managers should they encounter instances not anticipated or fully addressed by this policy.

This policy is applied in conjunction with other library policies where applicable, including the Standards of Conduct for KFPL Employees policy.

2.   Roles and Responsibilities

The official KFPL corporate social media channels are managed and monitored by the ~~Manager, Programming and Outreach~~ Director, Service Design and Delivery, the Publicity Assistant, and designated social media users. Designated social media users are approved by the ~~Manager~~ Director.

While using KFPL corporate social media channels, employees should adhere to the same guidelines as outlined in the Public Use of KFPL Online Forums and Social Media policy. Other forms of inappropriate communication that are applicable to KFPL employees contributing to KFPL social media are as follows:

1. Violation of any policies or procedures of KFPL including the Standards of Conduct for KFPL Employees policy.
2. Violation of provincial and federal legislation such as the *Municipal Freedom of Information and Protection of Privacy Act* and the *Canadian Anti-Spam Legislation*.

3. Expression of opinion regarding government policies (municipal, provincial or federal).

KFPL employees are committed to providing high quality service to their patrons; the Library expects this to be the case whether service is provided through traditional or online channels.

Postings, comments and online content should reflect the mission and values of KFPL and serve to enhance the Library's position in the community. If an employee becomes aware of library content that contravenes service policies, or undermines the image of the Library, then they should bring it to the attention of a supervisor at once.

Responses to public comments and suggestions regarding library services and programs shared via social media will be governed by the KFPL Service Feedback Standards policy.

Staff are encouraged to promote KFPL and KFPL programs using their personal accounts as appropriate, although this is not a requirement.

When using social media for personal use, staff should be mindful of their role in the organization, and the policies of KFPL (e.g. Harassment), and consider the potential impact of their communications on the reputation and brand of the Library, and therefore act appropriately and with good judgement.

3. Library Content

Content is created by KFPL staff to assist in fulfilling our mission in serving the informational, educational, recreational, and cultural needs of our community. As such it will represent a broad range of ideas and opinions, and library materials referenced in online or social media content may come from any area of the collection. Online or social media content created by an employee in the performance of his or her duties is the property of KFPL, not the employee.

4. Risk Management

This policy, along with guidelines and training for staff, are intended to prevent incidents or problems that may occur when communicating online.

The Library will engage in best practices for managing online and social media channels, including:

- requiring approval for establishing channels;
- adhering to the terms and conditions of each social media platform;

- creating guidelines to assist employees in the effective and appropriate use of channels;

- monitoring channels to assess relevance and adherence to guidelines;

- providing appropriate staff resources to manage channels;

- training staff prior to use of KFPL online and social media channels;

- creating, posting and enforcing social media policies;

- evaluating the success and sustainability of channels.

In the event that an issue or an incident occurs, the Library will investigate the matter and take appropriate action, which may include one or more of the following:

- issuing a response, correction or apology;

- deleting a comment or post;

- pursuing legal advice and/or action;

- applying human resources procedures, including disciplinary action up to and including dismissal of an employee;

- reviewing incidents after the fact to determine if preventive measures or the Library's response could be improved.

~~Following on Twitter or Instagram, or joining/liking a page or group on Facebook,~~ Connecting to an individual or group on any social media platform is a means of gathering content and information. It does not imply endorsement by the Library.

5.   Specific Directives

No new online or social media channels will be established without prior approval of the Director.

The Library will post the KFPL Online and Social Media policy on online and social media channels. From time to time, as appropriate, the Library may post excerpts of the policy.

6.   Accountability

The Director, ~~Outreach and Technology~~ Service Design and Delivery is responsible for the implementation of this policy.

7.   Appendices

a) List of Related KFPL Policies and Documents

8. Document Control

Original Policy Date: February 2020

Last Reviewed: February 2022

Changes made: see report to the Board dated February 2, 2022

Next Review: February 2023

Appendix A: List of Related KFPL Policies and Documents

Standards of Conduct for KFPL Employees

Service Feedback Standards Policy

~~Online & Social Media Policy~~

KFPL Social Media Guidelines

Public Use of KFPL Online Forums and Social Media Policy

KFPL Strategic Plan

Collection Development Policy

Public Use of KFPL Online Forums (DRAFT)

1.   Purpose

The Kingston Frontenac Public Library uses online and social media forums to extend and promote library services, engaging with the community in a manner consistent with the Library's mission, vision and values.

This policy outlines expectations regarding public participation in KFPL's online and social media forums.

2.   Scope

This policy applies to Library social media and online activities including, but not limited to, blogs, social networks and online communities, websites and mobile applications. Other library policies, including the Patron Code of Conduct, may also apply.

3.   Patron Responsibilities

KFPL encourages the community to engage with our social media communities. Photos, videos, comments, posts, messages and creative content are welcome. Contributors must not post content that infringes on the rights and privacy of others.

KFPL may capture community-created content for use in marketing materials and the KFPL annual report. Written content may be edited for length, spelling or grammar.

KFPL is committed to providing a safe and welcoming online community. If communication received through social media contains any of the following, KFPL will not respond and content may be removed at the discretion of Library. This includes:

- comments unrelated to the topic or article being discussed;
- harassment of the Library or the online community by means of trolling;
- profane language or content, or violent, threatening, abusive, harassing, or disruptive language;
- content that promotes, or would have the effect of promoting discrimination, contempt or hatred for any group or person on the basis of race, ethnic origin, place of origin, citizenship, colour, ancestry, language, creed (religion), age, sex, gender identity, gender expression, marital status, family status, sexual orientation, disability, political affiliation, membership in a union or staff association, receipt of public assistance, level of literacy or any other similar factor;

- inappropriate sexual content or links to such content;

- conduct or encouragement of illegal activity;

- information that may compromise the safety or security of the public, public systems or employees of KFPL;

- personal information or personal information of others;

- content that violates legal ownership interests of any other party;

- seriously inaccurate or intentionally misleading information;

- commercial endorsements or solicitations;

- or content that otherwise violates the policies or procedures of KFPL, including the library's Patron Code of Conduct.

- ~~comments unrelated to the topic or article being discussed;~~

- ~~or harassment to the Library or to the online community by means of trolling.~~

KFPL reserves the right to hide, remove or block content and/or users who interact inappropriately with any of KFPL's social media accounts. Contributors of such content may be blocked from the Library's social media properties, and may result in the loss of library privileges, including access to library locations. All appeals for suspension must be directed to the Chief Librarian in writing.

Social media channel use shall abide by all legislation, regulation and other legal obligations of the library regarding privacy and freedom of information. KFPL is subject to Ontario's *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56 ("*MFIPPA*"), as amended and other privacy legislation. Information and communication contained on the Library's social media channels are subject to *MFIPPA* and may be deemed releasable under this legislation. Anonymity or confidentiality of the sender and any information contained within the correspondence cannot be presumed or relied upon.

4.   Risk Management

The Library will engage in best practices for managing online and social media channels, including:

- monitoring channels to assess relevance and adherence to guidelines;

- creating, posting and enforcing our social media policies.

In the event that an issue or an incident occurs, the Library will investigate the matter and take appropriate action, which may include one or more of the following:

- issuing a response, correction or apology;

- capturing and saving content as needed to address a problem;

- deleting a comment or post;

- pursuing legal advice and/or action;

- applying the Patron Code of Conduct to exclude patrons from use of Library facilities, depending on the seriousness of the incident;

- reviewing incidents after the fact to determine if preventive measures or the Library's response could be improved.

5.   Accountability

The Director, ~~Outreach and Technology~~ Service Design and Delivery is responsible for the implementation of this policy.

6.   Appendices

a) List of Related KFPL Policies and Documents

b) Online & Social Media Policy Statement

7.   Document Control

Original Policy Date: February 2020

Last Reviewed: February 2022

Changes made: see report to the Board dated February 2, 2022

Next Review: February 2023

Appendix A: List of Related KFPL Policies and Documents

Patron Code of Conduct

Collection Development Policy

KFPL Strategic Plan

Service Feedback Standards Policy

Online and Social Media Policy Statement (see Appendix B)

KFPL Social Media Guidelines

KFPL Employee Online & Social Media Policy

Appendix B: KFPL Online and Social Media Policy Statement

Thank you for connecting with the Kingston Frontenac Public Library (KFPL) through our official online channels. Our virtual community extends library service outside our walls, connecting you to our resources and community news.

~~The Kingston Frontenac Public Library (KFPL)~~ KFPL is committed to operating its social networking sites as an effective method of communication with interested users. Sites will be monitored during regular business hours of Monday to Friday, 9:00 a.m. to 5:00 p.m.

KFPL welcomes your participation in the Library's virtual community. Your comments, photos, messages and creative content are welcome. KFPL reserves the right to hide, remove, or block content and/or users who post, tweet, comment, or communicate inappropriately with the library's social media accounts as outlined in our Online and Social Media Policy.

KFPL may capture community-created content for use in marketing materials and the KFPL annual report. Written content may be edited for length, spelling or grammar.

While KFPL will make every effort to respond to concerns and questions directed to our social media accounts. For confidential communication, please use our Contact Us web page. ~~a~~At our discretion, we may request that ~~the discussion~~ a discussion started online be redirected to either our phone or email support channels. The reason(s) for this would include, but is not limited to, privacy concerns (yours, a fellow resident(s) or employee(s) of KFPL), character limitations for messages, and amount of detail required to resolve a situation.

Social media channel use shall abide by all legislation, regulation and other legal obligations of the Library regarding privacy and freedom of information. KFPL is subject to Ontario's *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56 ("*MFIPPA*"), as amended and other privacy legislation. Information and communication contained on the library's social media channels are subject to *MFIPPA* and may be deemed releasable under this legislation. Anonymity or confidentiality of the sender and any information contained within the correspondence cannot be presumed or relied upon.

KFPL Report to the Board

Subject: Governance Model Review

Prepared by: Governance Model Review Committee (A. Revill and L. Moody)

Date of meeting: February 2, 2022

Background:

On December 15, 2021 at the regular monthly meeting, the Board confirmed the appointment of Louise Moody and Alan Revill to form the Governance Model Review Committee. The committee was tasked to conduct a review of governance options and report back to the Board for the February 2nd Committee of the Whole meeting. The review was to research and evaluate a range of governance models how they might be used and to consider staff and Board time to implement the preferred options as well as estimates of financial cost.

Louise brings a wealth of experience to the committee having both served on several local, provincial and national Boards and also as CEO/ED for seven not for profit charities over her 35-year career. Having been both a staff and a Board member she brings a unique perspective to the committee.

Alan's background to support the work of the committee included 18 years of municipal council experience, 30 years of community Board work (many as Chair) and governance development in the Not-for-Profit housing sector.

The attached report provides the details of the review that was carried out.

The identification of different models came from a variety of sources including the websites, published works and Provincial legislation. Specific sources are identified in Appendix A.

Organizational governance is established to guide the activities of the Board, protect shareholders, protect owners and to support connections with the community.

It should be noted that the mandate for governance in Ontario comes from four different bodies of Legislation depending on the organization. They are the *Ontario Corporations Act* 1990, the *Business Corporations Act* 1990, the *Not-for-Profit Corporations Act* 2010 and Acts that deal with specific public entities and in our case; it is the *Public Libraries Act* 1990 (PLA).

There are many similarities between the first three, namely Board members are held personally liable for wages (six months) and vacation pay if the corporations fail to meet those obligations, disclosure of conflict of interest as well as a broad fiduciary duty of care.

The *PLA* does not specifically identify the obligation of Board members for wage and vacation pay securement by staff and there are generally less structured requirements for Board members. In the *PLA*, the Board authority resides in Sec 15 dealing with staff, Sections 17-20, 22 & 23 specifically (4)(f) (overall Board authority). Regulation 976 provides for a list of services that are to be provided free of charge to library users.

While the above corporate legislation provides a framework for organizations, specific governance options allow different ways to implement operations so long as the specifics of the Acts are not ignored.

Governance Models:

Advisory Board Governance

As its name implies, an Advisory Board is a formally constituted group of independent people who provide high quality objective advice to the CEO and organization in areas of strategic importance. This model is commonly used in the business world to support family-owned businesses where there may not be a formal governance Board. Board members might offer insights and resources to complement discussion raised by an owner or consider ways of improving operations and organizational efficiency. The same benefit could apply to other Boards including Not-for-Profit organizations; however, this model does not fit the Public Library system since all appointments to the Board come from the two municipal entities that support the Library and this model should not receive further consideration.

Cooperative Model

This model is most commonly found in the non-profit field. Typically there is no hierarchy among the Board and no CEO. Decisions are based on consensus made by a group of peers. The expectations of the Board are that members are expected to work together effectively, making key decisions for common goals and speaking with a unified voice and while relevant to our library, the *PLA* requires the Board to appoint a CEO. This model also lies outside expectations of our municipal partners as well as the Act so it should not receive further consideration.

Management Team Model

This model may also be considered as a Working or Administrative Board. This model organizes committees and activities along functional lines which tend to mirror the organizational structure. Committees are formed to support staff roles in human resources, fund raising, finance, planning and programs. Recruitment of Board members is often based on certain skills necessary to support the individual committees. Committees may make decisions directly or report to the Board. In some cases, rather than hiring paid staff to be responsible for various organizational functions, the Board forms committees to perform those duties. While this does not directly contravene the *PLA*, it is a paradigm shift in our current operation and does not appear to need further review.

Patron Model

This model is similar to the advisory model where Board members are typically wealthy and influential individuals and the Board serves primarily as a figurehead for fundraising purposes. They sometimes serve as a companion to a governing Board within an organization, and while valuable in many ways are not typically suited for governance tasks such as vision development, organizational planning or program monitoring. This model is not aligned with the expectation of our appointing municipalities and should not receive further consideration.

The next four models are most common as Corporate Governance Models.

Traditional Model

This model is the oldest model for corporate governance and it gives legal responsibility to the collective Board and the Board speaks with one voice on all matters. The model identifies the structures, but the Board outlines the processes as stated in the by-laws. The Board is directly responsible to the shareholders with a corporate focus on profit. This model does not fit with the Act or the values of the appointing municipalities so should not receive further consideration

Cortex Board Governance Model

This model challenges the Board to focus on the customer/clients, the community/marketplace, legislation, best practices of other similar organizations and employee knowledge in order to define the standards, expectations and performance outcomes to which the organization aspires. It focuses on the value that the organization brings to the community. Clarifying and setting outcomes to achieve success becomes the primary duties of the Board under this model.

Consensus Board Governance Model

The Consensus or Process model is a form of the Cooperative Model that non-profit organizations use. It gives all Board members an equal vote, equal responsibility and equal liability. The Consensus Model is also considered appropriate for corporations without major shareholders. The model focuses on the way decision making is made within the Board. As such the Board will have to develop policy or by-laws to convey its important processes and then add attention to strategy, planning, reporting on operational issues in addition to the decision-making framework.

Competency Board Governance Model

A corporate Board that is interested in developing the knowledge and skills of the Board members will benefit from the Competency Model, a model that focuses on communication, trust and relationships to improve the overall Board performance. The organizational by-laws do the work of outlining practices and strategies. While the Library Board is committed to supporting Board member development, this is clearly not its primary focus and this model should not receive further consideration

Policy Governance Model

This model directs that the primary role of the Board is to develop the necessary policies required to meet the strategic objectives set out by the Board. The Board is involved with budget development and strategic planning but is never involved in the daily management or operations. This Board model typically recognizes the one employee concept with the CEO often having wide latitude to implement policy as a trust relationship between the Board and CEO develops. This model is widely used by many non-profits, municipal corporations and business corporations and would be relevant for the Library Board.

Governance Model Conclusions:

The committee has scanned several areas for governance models and makes no claim to have uncovered all of the named models. What has become clear is that there are aspects of several models that are at least partially incorporated into other models, which would suggest there are adaptations among governance models to suit particular Board needs sometimes without clear dividing lines between models. The experience from committee members also notes that fundraising may play an important role for some Boards, outside of those whose primary mandate is fundraising. Often these fundraising activities become a shared responsibility between staff and members of the Board and if frequent enough like bi-weekly bingo, the lines between staff and Board become blurred, which can complicate the relationship.

All Policy Board Models share the view that the job of the Board is:

- to establish the guiding principles and policies for the organization;
- to delegate responsibility and authority to those who are responsible for enacting the principles and policies;
- to monitor compliance with those guiding principles and policies;
- to ensure staff and the Board alike are held accountable for their performance.

Where models diverge is the way these jobs are done and the extent to which strategic planning and budgeting are seen as Board jobs. Board members are selected/elected for the unique perspective and experience they bring to a Board that enhances the work of the organization.

When **The Policy Governance Model**© patented by John Carver is included in the review, there some clearer distinctions. The Carver system requires the Board to develop the Ends statements, which in effect are the "creation of policies that prescribe what is to be produced, for whom, and at what worth." As for "operational means, the Board in order to optimally control the operating organization, creates policies with a peculiar but very important characteristic: these policies tell the CEO what not to do rather than what to do." (Carver, The Policy Governance Model and the Role of the Board Member, 2006, p. 11)

There appears to be some flexibility in how the governance in various organizations is implemented. This does not suggest that there is any lack of commitment to the system from members of those Boards or that they are ultimately less effective. The Carver system does not offer that flexibility.

According to Carver, everything the Board is accountable for can be divided into ends and means. "The Board remains accountable for everything and must control everything at some level. It must make policies about everything" (Carver, The Policy Governance Model and the Role of the Board Member, 2006, pp. 10-11) Carver also states "if there is sufficient discipline to use the Policy Governance Model in its entirety, Board leadership and the accountability of organizations can be transformed. It is important that we underscore this point. Using parts of the system can result in inadequate or even undesirable performance." (Carver, Carver's Policy Governance Model in Nonprofit Organizations, 2001)

From the review of the various governance models, it appears that the only the Policy Governance and the Carver Governance models merit further review and consideration by the KFPL Board. It is unclear from our review where specific examples of

organizations that might use the other governance models are, aside from the general comments that were included with each.

There are some distinct differences between the two models and we have considered several key areas to highlight.

Organizational Planning

- Policy Governance: The Board establishes policies to guide the organization but a principal document developed by the Board is the strategic plan, which sets out the goals to be achieved within a specified time frame

- Carver Governance: The Board is responsible for developing general policies but the principal document is the Ends statements, which describes what is to be produced, for whom and at what value. The Ends statements are refined as necessary, but there is no time frame attached.

Agendas

- Policy Governance: The Board chair and CEO jointly prepare the agenda, based on interests of the Board and those of the CEO

- Carver Governance: The Board chair develops the agenda based on Board priorities. The CEO is not involved.

Budget

- Policy Governance: The Board gets to approve the assumptions that are used by staff to develop the budget.

- Carver Governance: The CEO develops the budget and the estimates are approved by the Board.

Relationship with CEO

- Policy Governance: There is a working relationship between the Board/Chair and the CEO to jointly reach the goals of the organization.

- Carver Governance: There is a diminished working relationship between the Board/Chair with the CEO due to total delegation of action to the CEO.

Community Engagement

- Policy Governance: The Board is able to engage with the community in many different methods and there are no restrictions. The Board speaks with one voice.

- Carver Governance: The Board responds to the concept of moral ownership with the community and often the engagement is more structured and formalized. The Board speaks with one voice.

CEO Evaluation

- Policy Governance: The Board is able to evaluate the performance of the CEO based on successfully meeting the objectives of the Strategic Plan, often considering an annual Work Plan

- Carver Governance: The Board is able to evaluate the performance of the CEO based on successfully meeting the Ends goals and monitoring reports.

Policy Review

- Policy Governance: The Board will review policy based on legislative requirements, changes in jurisprudence, policy problems, changing needs

- Carver Governance: The Board establishes a regimented review of policy documents on a structured schedule, but is also able to amend policy for legislative requirements, changes in jurisprudence, policy problems or changing needs.

Board Training

- Policy Governance: Is conducted on an as needed basis particularly relevant for onboarding new Board members. Can also be done in a retreat format.

- Carver Governance: Is embedded in the Carver model. Intended to occur at Board meetings and typically more rigorous and structured to align with the Carver system.

Management Reports

- Policy Governance: The Board can request reports on any subject, but would typically focus on new initiatives and progress in meeting work/strategic plan. Reports may include any perceived/upcoming risks or opportunities that would benefit from Board review or input.

- Carver Governance: Restricted to evaluation of compliance with Ends statements and Monitoring reports.

Analysis:

When the committee started to delve more deeply into the two systems, the positive and negative aspects of each became more pronounced.

Policy:

This model in use does not typically follow a rigid structure. It is easy to understand and the success or failure lies primarily in how close the Board adheres to the Strategic Plan they have developed, but as importantly in developing the budget, ensures the allocation of financial resources to match the strategic priorities. Peter Drucker an

influential thinker on management is quoted as saying "strategic management is not a box of tricks or bundle of techniques. It is analytical thinking and commitment of resources to action."

This model, as in all others, allows for and encourages communication and understanding of the needs and interests of the people they are in business for. It seems unimaginable that an organization or Board would choose to work in a vacuum.

While this is a system that is probably most familiar to most Board members, there can be problems in making it work effectively. The Board may be inclined to offer guidance for operational matters and, as noted previously, where fundraising is an important component of the Board and shared with staff, the separation between policy making and operations can become blurred. It is important that the Board develop clear policy that separates the two roles, as well as including in the Board education a section on Board roles vs staff roles.

The Board needs to ensure that CEO reports have the necessary detail and relevance so that the Board can make informed decisions. Reports are usually prepared at the request of the Board or when the CEO chooses to inform or seek guidance from the Board. "Successful CEO's realize that their Boards need timely and useful information as they jointly consider changing trends, dynamics, demographics and public expectation. Confident CEO's share their wisdom and seek advice from their Boards without feeling vulnerable. This form of transparent communication enhances the partnership on one hand and on the other does not intrude on the CEO's authority". (Hayes, 2002) The committee also notes that CEOs often develop a wide latitude for decision making and independence as the Board observes the judgement demonstrated over a period of time.

In this model, there is a working relationship between the Chair and CEO as there may be joint consideration of policy implementation as well as a shared development of the Board meeting agendas. Problems can arise when there is a tendency to work too closely together and the Board is left out of decision making, or staff feel isolated from the process. It is important for the Board to be aware of this possibility and ensure there is clear guidance for the authority of the Chair. This is often embedded in the operating by-laws of the organization that clearly outlines the roles and responsibilities of the Chair and Board.

Carver:

This model in use follows a rigid structure. The overarching framework for the Carver model in simplistic terms is that the Board establishes the policy direction for the

organization (Ends) and allows freedom for the CEO to act creatively and independently within the policies while being held accountable for achieving the Board's goals.

While there are several different terms used in the implementation of the model, its primary deviation from any other governance model is providing boundaries for the CEO using negative language called executive limitations. This is intended to provide policy that does not tell the CEO what they should do but rather tell the CEO what they cannot do. It essentially pre-approves any action taken by the CEO that falls within the boundaries established by the Board. While its intention according to Carver is to allow for creativity and flexibility for the CEO, it can be problematic for the Board. In this model, it is essential that the executive limitations are understood, examined and updated regularly by the Board to ensure the monitoring reports by the CEO contain the substance and meaning that the Board needs to ensure that organizational ends are achieved. Failure to meet this requirement leaves a gap in the Board's ability to evaluate the performance of the CEO and the organization as a whole.

The Board considers all of the areas they feel require oversight and try to anticipate the various levels of control they wish impose in any given area. Carver relates the Board's actions to a series of nested bowls, with each smaller bowl having greater limitations. The intent is that at some point the Board is supposed to accept that anything the CEO does within those most stringent limitations is acceptable, provided it is not illegal or unethical. The practical challenge for the Board is finding the right balance for many areas of corporate activity that protects the organization, but leaves some independence for the CEO. These limitations also need to have metrics attached to them since adherence to the limitations forms one of the key elements in annual evaluation of the CEO's performance.

The Carver model characterizes CEO reports frequently as monitoring reports. In order to be effective and useful for the Board, they need to be substantive, factual, supportable and tied to the Ends.

The committee notes that in practical terms there are 26 KFPL positively worded policies that include collections, programming, community engagement, financial, including procurement, the *PLA* and with carefully developed executive limitations, that the concept of allowing creativity and independence for the CEO is largely illusory. In theory the CEO needs to respond to Board requests, but the CEO's "independence" can isolate them from the Board and the understanding of the CEO's judgement. This may in fact tend to tighten the limitation that the Board may impose.

The KFPL Ends statement at the close of our agenda reads as follows: "Kingston Frontenac Public Library exists so that both urban and rural residents have access to resources, services and programming that support personal enrichment, digital equity, information literacy and meaningful societal participation through effective stewardship of public resources"

When one considers the Mission statement for the City of Kingston which reads as follows: "To enhance the quality of life for present and future generations by providing progressive, professional services and leadership that reflects the needs of all those who work, live, visit or play in the City of Kingston". The two are largely indistinguishable.

Carver attempts to distinguish his system from others by attributing a higher import to understanding the "moral" owners of an organization and the need to have a structured engagement with them. We are not aware of any organization that is not cognizant of the people they serve or that may be customers. Any organization that ignores them risks becoming obsolete.

Tom Coyne, who has worked on corporate performance for more than 30 years cites one of his concerns of the Carver Policy Governance model "Carver's rigid and damaging separation of Ends (determined by the Board) from the means (i.e., strategy and budget) of achieving them (determined by management) which is particularly unrealistic in a complex, uncertain and fast changing environment."

Board / Staff time and Expense Estimates:

Policy Governance

If the Board felt there was merit to switch to a Policy Board Model, there will certainly be some Board and staff work to prepare for the change. One of the key areas will be the creation of a strategic plan that will have Board involvement. Of note, the Facilities Master Plan project will be including a separate community engagement study/survey that is planned to also support strategic planning. If the strategic planning is done using a facilitator, there could be costs in the $10,000 range and would still require some Board and staff time although the staff time would be reduced. If the plan is to be prepared "in-house" using staff resources and Board time, one could expect about 3 meetings of the Board (two Committee of the Whole formats and one for passage) and $5,000 - $7,000 for staff involvement.

As a companion to the Strategic Plan, the Board should have greater involvement with the budget process and its final development. Implementation of the Strategic Plan

needs to have the necessary financial resources allocated to ensure the work can get done. Currently, staff prepare the budget, so there should be very little change in staff involvement except for the extra time needed during Board involvement (approximate cost of $1,000). The Board would need 4-5 hours for their involvement.

There are 26 policies that would remain in place largely untouched, but a quick scan by staff might uncover some minor areas where the Board should be involved (approximate cost of $600 for two staff days to scan those policies). The Board should also do a scan of the policies that are Carver-related to assess areas that may remain relevant for Board guidance. Some will need to be rewritten, some can be incorporated into existing policies and some can be amalgamated. This will probably take a year to complete either as a part of the scheduled COW meetings, or a modest amount of time during each of the regular Board meetings. Staff time is estimated at 10 days at a cost of approximately $3,000.

Carver Policy Governance

If the Board wishes to retain the Carver Policy Governance Model©, then there is significant Board and staff work to do. In Carver's model, the CEO is evaluated against their performance in meeting the goals expressed in the Ends statements and the Means policies. To carry this out in an objective manner the Board needs to revise those policies to include metrics for each. This is the manner that Carver insists as the only objective way to carry out a proper CEO evaluation. This Board work will certainly take the rest of the year, which could be done utilizing COW meetings (possibly additional ones) and/or as part of the regular Board meetings. Board time is estimated at 25-30 hours and if done "in-house" the cost for staff time is estimated at $5,000. If outside guidance is considered, it could range $5,000 - $7,000.

Under the Carver model, the monitoring reports are required to be factual, substantive and supportable. While some of this is starting to occur, it will involve more time from the CEO and other staff. It is difficult to estimate, but might be as high as an additional three hours per Board meeting at an annual cost of $3,000.

There are many nuances to the Carver system and it is recommended that all of the Carver Governance Series booklets be acquired by the Library for reading by all Board members. The cost for one set is $250 - $300 and would require a minimum of 12 hours per Board member to review.

The Board Chair is expected to develop the agenda for each meeting, which allowing an hour for each would be roughly 13-14 hours to account for both regular and COW meetings.

It is the complexity and rigidity of the mostly contrived governance system that supports the recommendation of the committee.

Recommendations:

The recommendation of the committee is to make the change from the Carver Policy Governance Model© to a Policy Board. While it should be clear that the preceding estimates of time and costs for each potential option are similar, despite 20 plus years trying to function as a Carver Model, the Board has still not been able to accomplish many of the core attributes of the Carver system, namely appropriate End or Means policies accompanied by the type of Executive Limitations that allow the Board to monitor CEO performance and organizational performance as the Carver system expects.

Appendix A

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