

Memo

To: Network Advisory Council

From: Tracy Cook, Lead Consulting & Learning Librarian

Date: August 1, 2021

Re: Core Services and Committees

State Library staff needed the help of librarians for the selection of e-resources, the identification of training needs, expanding courier services, and a request for proposal process for the Montana Shared Catalog. The NAC gave us the authority to create committees for the above purposes.

The next step in the process of forming the Montana Library Network is to identify other core services committees. However, we have yet to define "core services."

As a reminder, here's what we defined as the **Montana Library Network** "A collaborative community of Montana libraries working together to provide all Montanans with library content and services sufficient unto their needs."

Staff have proposed the following definition for **core services**:

"Services where we have direct impact on patrons through librarians' subject matter expertise and the resources of our libraries."

1. What do NAC members define as the core services of the Montana Library Network?
2. From that definition, what core services committees need to be created?

Core Services Committees – Procedural details

Staff would find it helpful to have some guidance from you on the committees. We have the following questions for you.

1. What kind of representation do we want on the Core Services Committees? Or do we want to leave this open-ended and focus on those librarians and board members who are interested in a topic?

2. How large should the committees be?
3. What length of terms should members serve?
3. What about ad hoc task forces? How do they fit in this model?
4. How do we avoid falling into some of the challenges we faced with the former model? We want to make sure that we are using everyone's time wisely.

Lifelong Learning/Programming

The NAC listed this as a core service in an initial brainstorming session. MSL staff are struggling with how to best form a committee as there are distinct categories within lifelong learning – such as early literacy and economic development. If we are populating the committees with subject matter experts, we find that people tend to have a passion for particular subject areas or ages. How do we reconcile that with one large committee dedicated to lifelong learning and programming? Should we do that? Or should we have smaller, ad hoc committees that come together for a particular purpose and then disband when that purpose is accomplished? If that is the case, how do we handle the evaluation framework for lifelong learning?

We would like your ideas and feedback on this particular area.