

**BOARD WORK SESSION**  
**Meeting Summary**  
**January 10, 2025**  
**12:00 pm to 4:00 pm**

Attended by: Board Members: Ann Malkin, Anne Ness, Bunny Thompson, Erin Trimble, Betsy Tucker  
Library Director: Todd Dunkelberg  
Staff: Chantal Strobel  
Facilitator: Jan McGowan

**Policy-specific Notes**

For consideration during follow-up discussion on March 3.

Over-all Policy

- Considered retaining component of original statement: “freely access ideas and information”.

#1 People of all ages develop life-long curiosity and a desire for knowledge.

- Noted that “reading” and “literacy” are part of this policy.
- “Space for individual pursuits” could go here, and cover services such as makers’ space and Co-working space.
- Technology, e.g., “Support what people need to keep up with technology”

#2 People understand the role of the library in the community.

- Considered “their lives” in place of or addition to “the community”.
- “Intellectual freedom” could go here.
- “literacy” could go here.
- Technology, e.g., “Support what people need to keep up with technology”
- May expand to include other sub-bullets describing scope and services.

1<sup>st</sup> bullet

- Services to Latino community included here – and elsewhere throughout document without being called out specifically.

#3 People connect and engage with one another regardless of ability or language.

- Included “ability and language”; consider whether this should be included and if so, what characteristics to include. Should stay relevant and adapt to emerging needs.
- Services to Latino community included here – and elsewhere throughout document without being called out specifically.
- Noted this could mean cool and clean or safe and warm spaces.
- Addition or alternative to last bullet, “People learn about and discuss community issues”: “People have opportunities to engage in civic discussions”.

#4 Safe and adequate spaces where all people feel welcome.

- Need wordsmithing to bring in alignment with other policy statements, e.g., “People find safe spaces where they feel welcome.”
- This is about comfortable space and adequate facilities.
- Also refers to places in the community where services are provided.
- Could also include intellectual safety and DEI.

#5 People have free access to ideas and information.

- “Intellectual freedom” could go here.

## **General Discussion Chart Notes**

### Preliminary Thoughts

- Tortured wordsmithing in the past
  - Some too specific
  - Some too broad
  - Cause hangups when reading through
  - Don’t get the gist, e.g., “residents” vs. “people”
- Use words people understand
- Are there gaps, e.g. intellectual freedom
- Haven’t delved in, except prioritizing
  - Seem clear
  - Clear/specific enough for growth and demographic change
- Which have been sticking points/still stick?

- Help public understand
  - No bullets
  - How to monitor?
- Generally align with mission and vision
  - Specific enough?
  - Find balance
- Keep inclusivity in forefront
  - Hidden, e.g. Latino community
- Collective responsibility or civic engagement is missing
  - What is community responsibility?
- Pull out hidden nuggets
- More definitive regarding DEI
- Tourist community role vs. residents
- Keep in mind needs of users – what do they want?
- “Physical and digital materials”
  - What does it mean?
  - Causes a stumble
- “Community”
  - Deschutes County – how are we seen?
  - Change-maker responsibility
  - Impact – describe impacts we are making in the community
- Re-write so community can understand role of the library
  - Can help market the library (align services to policies in a chart?)
  - See as objectives or outcomes we’re looking for
  - Share the abundance of offerings and services

### What’s Missing

- DEI (Include in #2 and 3)
  - Latino Services – noted may not need to be called out specifically
- Intellectual freedom (include in #2, 4 and 5)
- Community building and engagement (include in #3)
  - Responsibility to community
- “Literacy for all (Include in # 1 or 2)
  - Technology
  - Broaden definition of literacy
  - Adult literacy classes
    - Are others doing it?

- Partnership opportunity
- All people welcome
  - It's the people's place – be more explicit
  - No matter who you are
  - Use “Patrons”? Could be exclusionary
  - Change “residents” to “people”
    - Aligns with mission language
- A leader in Central Oregon
  - Change-maker
  - Part of the solution for county issues
  - Could be through partnerships
  - Visionary
  - Being at the table
  - Elevate the role
  - Is this a result? Or a strategy?
- Community involvement policy
  - Avoid conflict with that specific policy
  - Ensure alignment
  - E.g., homelessness or mental health issues
  - Fit in with social service organizations
  - At what level?
- New activities
  - Makers' space
  - Co-working space
  - Children's discovery space
- Define what we don't do, e.g., ESL

### Policy Priorities

- No changes were made to the work previously completed, but there may be adjustments following the next work session.

### Current Reporting System

- Add a section for potential future challenges.
- Describe how policies are affecting budget and planning. Could be in a cover memo as opposed to incorporated next to each result.
- Provide context over time, e.g. where there are quantitative metrics provide year-over-year results.

- Ask staff to provide alignment to the results in their presentations to the board.
- Fewer items, more context

### Next Session

March 3, 9:00 – 12:00

### **DRAFT RESULTS POLICIES FOR DISCUSSION AT 3/3/25 WORK SESSION**

Results Policies describe the effect that the Library District seeks to have on the world outside itself. Each Result consists of three parts:

- ♦ A description of the desired change, difference, benefit, or outcome.
- ♦ The identification, description, or characteristic of the consumer who benefits from the change.
- ♦ The monetary expense, relative worth, or relative priority of the benefit.

#### **Policy Type: Results Policies**

#### **IV-A Policy Title: Purpose, Results and Priorities**

#### **Draft Changes 1/10/25**

Deschutes Public Library enriches the community through equitable, open access to books, services, and resources that inspire people to reach for their dreams.

1. People of all ages develop life-long curiosity and a desire for knowledge.
  - People find books and other materials when and where they want them and obtain the help they need to make choices.
  - People access programs, events and services.
  - Children are ready to read.
2. People understand the role of the library in the community.
  - New residents obtain information in a supportive environment and use library resources designed to assist their transition to life in Central Oregon.
3. People connect and engage with one another regardless of ability or language.
  - People enjoy the library as a gathering space, meeting space and cultural

- center for their community in a non-intimidating and supportive environment.
- People explore and discuss topical issues in a safe and neutral environment.
  - People learn about and discuss community issues.
4. Safe and adequate spaces where all people feel welcome.
- People browse the collection, conduct research, or engage in personal reflection free from unreasonable disturbances or distractions.
  - People who have difficulty accessing library facilities obtain library services and resources.
5. People have free access to ideas and information.
- People obtain the information they need to fully participate in their communities.
  - People are empowered to search for, locate and evaluate information.

The meeting adjourned at 4:00 p.m.

**ATTEST**

Todd Dunkelberg  
Library Director