



**EXPLORING THE
OREGON LIBRARY
COMMUNITY'S
UNDERSTANDING AND
EXPECTATIONS OF THE
STATE LIBRARY**

PREPARED BY
CONSTRUCTIVE DISRUPTION

TABLE OF CONTENTS

01	<i>Executive Summary</i>
04	<i>Overview of Engagement</i>
08	<i>Connecting with State Library Staff</i>
10	<i>Services Required By Statute</i>
22	<i>Federally-Funded Services</i>
28	<i>Overall Considerations</i>
31	<i>Questions to Ask</i>

Appendix A: Survey Questions

Appendix B: Listening Session Slide Deck

Appendix C: Design Thinking Staff Day Prototypes

Appendix D: Advisory Council and State Library Board Slide Deck



Executive Summary

Beginning in March 2025, after the Executive Order for "[Continuing the Reduction of the Federal Bureaucracy](#)" was signed, putting federal funding for the State Library — which currently provides more than a quarter of the funding for the agency — into question, the State Library has consistently communicated with the Oregon library community about how federal funds are used at the State Library, and how a reduction in or the total removal of those funds would impact services. The Oregon library community came out in strong support of the State Library and its services; that strong support has, at times, made it difficult to understand what services are *truly* crucial for the State Library to provide.

In response to this, between October 2025 and February 2026, the State Library facilitated a series of user-focused engagement opportunities to learn more about the library community's understanding of and expectations for the State Library and its services. These opportunities included an anonymous statewide survey; a series of five listening sessions, offered both in person and virtually; a full-day workshop session for State Library staff; and focus groups for the State Library Board and members of the State Library's three Advisory Councils.

Engagement findings demonstrated an appetite for change across all audiences, with the public library community most open to potentially significant transformation, and State Library staff expressing interest in working together more collaboratively. Customers served by the State Library have a high level of trust in the agency, and were eager to share their positive interactions as well as the opportunities they saw for how the State Library could serve them differently.

Members of the library community, State Library staff, and/or stakeholders believe the most powerful change could come by:

- Focusing on the geographic areas (generally, outside the Portland metro and Willamette Valley areas) and library types that need the greatest support: small, rural public libraries; school libraries, especially elementary and middle schools; and community colleges;

- Aligning State Library resources, including staffing and staff organization, with those areas of greatest need and potential for impact.
- Exploring different models of organizing staff, including having Library Support and Development move to a regional or geographic model and/or reorganizing staff into workgroups with mixed funding models or which allow for easier and greater collaboration.

Overall, the findings show members of the library community are willing to wait for a response from the State Library, and prioritize maintaining broad, general, library expertise within the State Library staff over quick responses or barrier-free access. This high level of trust in State Library staff is further supported by the ways in which customers self-report their engagement with the State Library, describing personalized relationships where they reach out to specific staff, regardless of that staff member’s area of expertise or responsibility. Members of the library community feel confident they will receive a high-quality, trustworthy response from any State Library staff, and continuing activities that build trust and relationships across the library community are seen as essential for maintaining that support.

When considering where to invest resources, including staff time, participants described a model where the State Library focuses on “things only it can do.” Participants feel the state-level, broadly collaborative work is only powerful because it is collected, facilitated, and/or disseminated at a state level. Existing examples include:

- Statewide project support, such as for the Sage System courier in Eastern Oregon;
- Statewide databases, especially because of the consistency from elementary school through community college or university and the resources supporting it, including curriculum and guides, available in the Oregon School Library Information System (OSLIS); and
- Public library statistics.

A potential new opportunity where the State Library could invest is in refocusing its continuing education efforts into developing and promoting training opportunities that support library staff in the minimum conditions for libraries set out in [OAR 543-010-0036](#).

With federal and state funding more settled as of this report, it is important to recognize that the State Library is well-funded, even as its funding methods may be limiting the ability for divisions within the agency to collaborate as fully as they may like. Any budgetary growth would be best suited to direct distribution to libraries and into standardizing support across library types, such as collecting statistics for school libraries.

Overview of Engagement

This project was developed with an interlocking engagement process, moving back and forth between staff-focused and customer-focused opportunities to gather information. State Library staff, as part of their August 2025 staff discussion session, requested additional information from the Oregon library community; engagement was designed to bring forward themes from those served by the State Library, with inputs moving through the following path:

- Research and foundation-setting work informed by information gathered through, among other resources, the annual customer service surveys to state employees and the library community, the most recent LSTA evaluation, and communication to stakeholders about the impact of the March 2025 Executive Order (staff focused);
- Community-focused engagement opportunities including a survey and listening sessions, with research and knowledge from the previous step used to develop the survey to the library community and structure listening session questions (customer focused);
- Full day staff Design Thinking workshop, with learning from the survey and listening sessions used as customer input (staff focused);
- Focus groups for the State Library Board and for the three advisory councils: Talking Book and Braille, Library Services and Technology Act (LSTA), and Government Services, which explored the combined learning from the earlier community engagements and the staff workshop (customer focused).

More about each of these four steps are below.

Survey

In order to reach as broad a range of Oregon library community members, the State Library promoted the survey from October 24 to December 1, 2025. A total of 319 responses were received.

As expected, the majority of responses were from public library staff (55%), followed by K-12 school library staff (24%), four-year college library staff (8%), community college library staff (6%), library trustees or volunteers (2%), special library staff, (2%), and Tribal nation library representatives (1%). 2% of respondents did not work or otherwise volunteer at a library.

The majority of responses were from library staff in the Portland Metro area (35%), followed by the Willamette Valley (27%), Eastern Oregon (12%), Southern Oregon (11%), Central Oregon (9%), and Coastal Oregon (8%). This is in line with known demographics for the library community.

Listening Sessions

The State Library of Oregon coordinated five listening sessions: two in-person (Hillsboro and Bend) and three virtually. In addition, the Umatilla County Special Library District saved time at their fall all-libraries staff meeting for self-directed engagement with the same set of questions by meeting participants.

The goal of the listening sessions was to dive deep into some of the findings from the survey to the broader library community. In many cases, questions or feedback opportunities State Library staff proposed for inclusion in the survey were used to spark discussion at the listening sessions, as they were better suited for that setting.

As with the survey, public library staff comprised 55% of listening session participants, followed by K-12 school library staff (21%), four-year college library staff (7%), library volunteers or trustees (7%), community college library staff (5%), and special (1%) or Tribal nation (2%) library staff. These percentages are nearly identical to those for the survey.

Staff Design Thinking Day

The next step in this project was structured to bring the learning back to the full staff of the State Library. The initial draft of the report was shared with staff in order to explore the feedback and opportunities surfaced throughout the engagement.

In a full day session, staff worked in six groups, each focused on a different statutory requirement, to brainstorm potential options for the future of the State Library. They incorporated feedback gathered through engagement sessions as a way to truly put State Library users and their experiences at the center of the State Library's work and to acknowledge new perspectives and approaches beyond the familiar. Staff were joined by two subject matter experts, Greg Williams and Ayn Frazee, each of whom participated in one of the six groups.

Each group used the design thinking method as described by Stanford's Hasso-Plattner Institute of Design (or d.school), which uses the following process:

- *Empathize* (with your users)
- *Define* (your users' needs, their problem, and your insights)
- *Ideate* (challenge assumptions and create ideas for innovative solutions)
- *Prototype* (start creating solutions)
- *Test* (those solutions).

The design thinking process used by the State Library staff added two additional steps, "Notice" and "Reflect." These steps were added to the five design thinking steps in the original process by the d.school in 2016.

Staff expressed the desire to continue the conversation started in the session beyond the workshop day, and for the various divisions to find ways to collaborate that were still in alignment with their responsibilities and funding methods.

Of the six group project ideas, two resonated the most with staff. The continuing education workgroup suggested aligning training developed and/or promoted by the State Library with the minimum conditions for libraries set out in [OAR 543-010-0036](#). The idea from the research needs workgroup to develop a one-stop, simplified web portal or app for state employees was also highly ranked by staff.

Additional ideas from the workshop that had general staff support or interest were:

- To have every staff person/division contribute videos to the website and new continuing education opportunities;
- To find new ways to collaborate across the agency and with other agencies and groups;
- Taking a different approach to the website, to save the time of the user *and* State Library staff time;
- Exploring how to use the trust people have in the staff they know at the State Library to encourage champions for the State Library;
- Developing an outreach division, with representation from all other State Library divisions, that could focus on communication, the website, video production, and more.

Focus Groups

As the last step in the process, two focus groups were held: one for the State Library Board, and one for the combined membership of the three Advisory Councils (Talking Book and Braille, Library Services and Technology Act (LSTA), and Government Services). Participants were given the draft report and asked to share their key takeaways, where the State Library can make the greatest impact, what it looks like to combine State Library resources and staff expertise in support of these areas of impact, and what opportunities for transformation group members saw as possibilities.

Connecting with State Library Staff

According to the survey, 76% of respondents had interacted with a State Library of Oregon staff member in the past year, with the greatest percentage of those having emailed staff (47%), followed by interacting with staff at a more formal networking opportunity, such as OLA (44%). 31% of respondents reported their library had been visited by a State Library of Oregon staff member in the last year.

In alignment with the survey findings, 44% of listening session participants preferred to email with State Library staff, noting they were fine with waiting for a response. As one listening session participant shared, “[e]mail is preferred for non-urgent matters since it allows detailed thoughts and doesn’t require immediate response. [State] Library staff are always responsive and we are all grateful for that.” 32% of participants wanted to be able to talk with State Library staff, most often because they needed advice about a complex situation. Even in the case of phone calls, it was the minority who were looking for a quick response.

Only 18% of participants chose more formal opportunities, such as OLA conference attendance, as a preferred method of contact, but emphasized how important it was for State Library staff to be present and visible at such events. These types of networking opportunities, as well as library visits, were mentioned as one of the best ways for library staff to get to know State Library staff, with one listening session participant sharing “[i]n person is important because relationship building is important — that is what allows other modes to be more effective and builds trust.” The listening session conversations highlight how library staff in Oregon desire meaningful relationships with State Library staff, tend to contact who they feel most comfortable with, and want the State Library person they contact to know about their library’s needs.

In addition, there were several requests that the State Library bring back the sessions it used to offer for new directors to visit the State Library. Participants

also noted that “smaller and rural libraries may need in-person visits and quick response, so bigger [libraries] maybe need to do without.”

In general, **listening session participants most highly valued being able to connect with general library expertise when contacting the State Library**, and prioritized that over expediency or knowing exactly who to call for a specific subject. As one participant shared, “[w]e would rather ensure the institutional knowledge is prioritized — the staff expertise is top priority. For example, we would give up being able to get someone on the phone when we call if it meant staff could have more flexibility to manage their time and maintain programs and expertise.”

Items to Consider

- Later in the survey and listening sessions, participants were asked about services to State employees, which generally had a much lower level of awareness than other services. When connecting with State Library staff, it might be worth considering whether these groups remain so disparate, or if there is a way for a single access point to State Library services.
- Members of the library community are willing to wait for a response from the State Library, and prioritize maintaining broad, general, library expertise over quick responses or barrier-free access.
- Members of the library community feel confident they will receive a high-quality, trustworthy response from any State Library staff.
- Building trust and relationships across the library community is seen as a highly valued activity.

Services Required By Statute

To accommodate the shifting budgetary picture, which did indeed change substantially over the course of the listening sessions, the listening sessions were structured around these six statutory responsibilities of the State Library:

- Provide continuing education programs for library personnel across the state;
- Promote library services for children and youth;
- Promote the establishment, development, and support of local library services;
- Support the research needs of State government employees;
- Provide library services to persons who are print disabled;
- Public access to state government publications.

Awareness

The survey asked a set of questions aimed at gauging how aware members of the library community were with these six statutory responsibilities. First, the survey asked how familiar respondents were with three services that aligned with the six areas:

- Consulting services provided by State Library staff (representing continuing education, services for children and youth, and support for local library services)
- Free Talking Book services for Oregonians with a print disability
- Online Oregon documents collection (representing support for State government employees and publications)

None of the three items had received a majority in terms of awareness (“I know a lot about this, and have used it” and “I know a lot about this”). The highest was consulting, at a combined 47%, and the online Oregon document collection the

lowest, at 29%. (At only 2% of survey respondents, those who are not associated with a library were not a large enough group to change these percentages.)

Talking Books had the highest overall level of familiarity, as only 9.54% of survey respondents had not heard of the service, compared with 20% for the other two options.

When asked about the six responsibilities more specifically, there was a higher level of awareness:

- 64% of survey respondents were familiar with and had taken part in continuing education;
- 54% of respondents were familiar with and had used resources related to services for children and youth;
- 42% of respondents with and had used resources related to the establishment, development, and support of local library services.

In the survey, 48% of respondents were familiar with, though had not used, the State Library's services to persons who are print disabled (interestingly, when all options for awareness are combined, a higher percentage of survey respondents, at 94%, were familiar with this then when asked about Talking Books specifically, at 90.5%).

Listening session participants were familiar or very familiar with the first three items on the bulleted list (continuing education, services for children and youth, and support for local library services), familiar or somewhat familiar with "provide library services to persons who are print disabled," and generally unfamiliar with the two statutory responsibilities that highlight the Library's responsibilities to the state (research needs and state government publications).

Through multiple rounds of small group discussion, listening session participants were able to learn more about the six areas and were invited to share their thoughts about what was essential to maintain, and following these discussions and the discussions around Library Services and Technology Act (LSTA) funded services, asked several forced-choice questions that allowed for anonymous responses.

Items to Consider

- There is an opportunity for the State Library to change how it communicates about its services, and to tailor its communications to specific library groups.
- As the State Library considers what services to prioritize or transform, special attention should be paid to the section of the library community it is most hoping to support, or where it can make the greatest impact. There is support in the library community for the State Library ensuring those libraries and services in the most need are maintained regardless of the budgetary picture.
- The State Library should adopt a consistent vocabulary when communicating about its services.
 - For example, there appears to be confusion about what “consulting services” may mean; this may be because of the close relationship State Library staff are seen as having with a service as well as more broadly communicating that “getting help” from the State Library most likely means a person is engaging with “consulting services.”
 - Another example is the need for a marketing campaign for the statewide databases to amplify their impact. “Statewide databases” is not a compelling service descriptor.

Continuing Education

Listening session participants were divided about the best approach to fulfilling the State Library’s responsibility for continuing education. Some participants noted how valuable they find the compiled training opportunities the State Library shares; others found the lists overwhelming, and, as such, less than useful. When asked anonymously if they preferred the State Library continue to compile and share learning opportunities, or coordinate less frequent but more tailored virtual learning opportunities, the results across listening sessions were as follows:

- **Compile continuing education and training options, 32%**
- **Highlight fewer, more tailored continuing education and training options, 68%**

Participants in discussion generally wanted to see the State Library highlight and promote options that have the most local applicability, organizing, facilitating, or promoting continuing education that is Oregon-specific, and would be comfortable with fewer options available if they were more tailored. Participating school library staff mentioned OSLIS as an example, as it provides resources and guidance that is directly tied to database resources, and public library staff mentioned the Libraries Leading with Equity cohorts.

This responsibility has a great opportunity for a changed approach, as State Library staff are recognized as providing access in this area, but are not associated with the provision of training or continuing education opportunities. As one listening session participant shared, “We appreciate this offering, but feel there may be other ways to access continuing ed.”

In the State Library staff design thinking workshop, the suggestion by the continuing education workgroup to **align training developed and/or promoted by the State Library with the minimum conditions for libraries** set out in [OAR 543-010-0036](#) received high support from colleagues as a way to clarify training opportunities and meet the expressed need for “Oregon specific” continuing education. Ideas for continuing education in this area included budgeting and

understanding Oregon budget law, understanding tax measures and taxing districts, specific training for state-supported databases, policy development guidelines and support, reference and youth services training, and continuing education opportunities and/or a guide to using the Public Library Statistics.

This approach to continuing education also resonated with members of the State Library Board, with one Board member sharing that the State Library should “[f]ocus on the fundamentals of what it takes to be a public library in the state of Oregon — that can look very different for differently sized libraries.”

Items to Consider

- The State Library should consider substantially reducing the options for continuing education it shares, or communicate those options in ways that are tailored to a particular audience.
- If investing or focusing effort in this area, the State Library should prioritize offerings that are directly related to service in Oregon libraries.
- In the design thinking workshop, State Library staff expressed enthusiasm for bringing back the open house for new library directors, and in re-developing print welcome materials that would be more likely to be saved for future reference and review, rather than digital items or an email.

Library Services for Children and Youth

While rarely generally called out by participants in discussions, in both the survey, where 74% of responses rated it as the one of the top two most important areas to prioritize investing State Library staff time for the following services, and in reporting from discussions, where listening session participants shared specific services, those related to youth services ranked as a top priority across library types. For example:

- “Public libraries — **Ready to Read** is essential to supporting libraries”
- “**OBOB** [Oregon Battle of the Books] and similar programs are essential to encouraging and supporting reading for our patrons and students.”
- “[The] **Summer Reading Program** helps us to keep kids engaged over the summer.”
- “This is essential because schools don’t fund libraries. **Ready to Read** is invaluable.”

OSLIS also received mentions, and the role it plays in connecting K-12 students with the resources they will have access to in college or university in Oregon. As one Advisory Council member shared, “[d]atabases and OSLIS [are] essential to teacher librarians [with] so many school libraries not staffed by librarians, [or] staff cannot provide lesson plans; [the State Library and OSLIS ensure] consistency from district to district.”

This service area has an additional complexity, driven by the multiple funding streams that support its work. The State Library is expected to support both public and school libraries and their staff in this service area, but some support is funded at a federal level through the LSTA (such as consultant time and programs like OBOB), and some support is funded at the state level, such as the Ready to Read funds. In addition, some services, like Ready to Read, are directed towards a particular audience; in this case, public libraries.

As seen by the examples, participants tended to prioritize the service (Ready to Read, OSLIS, Summer Reading resources, OBOB) over access to staff expertise, with the exception of school library staff self-reporting how critical the State

Library's school library consultant position is to their work and their feeling of community. These services are seen as "level[ing the] playing field between smaller and larger libraries." Without the State Library aggregating youth services support, including Ready to Read, OSLIS, and the staff positions focused on sharing opportunities and ensuring adherence to best practices at the state level, libraries feel they would need to be reinventing the wheel at a local level. Avoiding this unnecessary duplication and ensuring a consistency of access and patron/student user experience was seen as imperative. In the State Library staff workshop day, the group focused on this requirement suggested the development of a simple, one page overview — one for public library audiences and staff, and one for schools — highlighting the resources available through the State Library to support working with youth.

When asked if they would give up Ready to Read money or take a lower payment to their library if it meant they could have consistent access to youth services support, **56% answered yes**, and **44% answered no**. This suggests that libraries want to see a balance of options in this service area, with the State Library ensuring the items they can best coordinate, or those with the greatest impact, remain funded at a state level while also ensuring direct support to libraries to implement meaningful services for youth at a local level.

Items to Consider

- Members of the library community seem to most value consistency in access to services (OSLIS, the resources of a statewide Summer Reading program).
- Ready to Read money is an important resource for many public libraries, but libraries are not so reliant on this funding that they can't imagine the funds being distributed in other ways.
- The most successful example of State Library staff assigned to a specific library audience is the connection with school library staff.

Support of Local Library Services

Even more than services for children and youth, listening session participants see this responsibility as critical. This statutory responsibility covers a significant number of varied services, including the statewide databases, collection and management of statistics, the minimum standards, and more. Participants see this area as meeting the needs of many library types as well as allowing for consistent access to resources that relieves a burden at the local level: “[n]o single library could replace or could do what the State Library does.”

As one listening session small group shared, “[w]e prioritize this because strong supported libraries will be able to support children and youth, and support staff for continuing education. Especially in the context of supporting and creating school library services.” Overall, listening session participants want to see the State Library provide consistency and facilitate the kinds of services that allow libraries to learn together from the same expectations or resources.

The greatest example of this may be the support for statewide databases, which ensures access across all library types and age groups to the same set of resources.

In an environment where the State Library may not be able to provide individualized support, when asked, **96%** of listening session participants prioritized reducing or services to libraries with a larger service population or budget in order to support **smaller, more rural, or underfunded libraries**. Larger or better funded libraries were seen as better able to manage a loss of funding (such as a drop in Ready to Read funds), as possessing resources to assist in obtaining other funding, and as having more staff, whether in the library or as part of their parent institution, to absorb or replace a loss in service from the State Library.

In addition, listening session participants highlighted the importance of the role

they feel the State Library plays in providing Intellectual Freedom support, although there was confusion about what is the responsibility of the State Library and what was the responsibility of the Oregon Library Association (OLA). One listening session participant shared, “Sometimes it is so important to be able to say the State Library said.... especially for IF [intellectual freedom].”

Items to Consider

- This statutory responsibility covers a significant range of work, and members of the library community may not have a clear picture of what the State Library considers its most important work in this area.
- The State Library and the Oregon Library Association (OLA) should clarify and communicate their responsibilities in the intellectual freedom realm, keeping in mind what might be best suited to come from the State Library and what might be best done by the volunteers at OLA.
- Additional research should be done and State Library staff expertise should then be combined to assign staff to the most significant needs for local support, considering a variety of factors such as geography or library type (academic, public, school, special, Tribal). See additional context in “Overall Considerations.”
- See additional information in “Federally Funded Services.”

The following three statutory responsibilities received less focus in the survey and the listening sessions, as the services in support are not federally funded and were less susceptible to budgetary changes than the other three responsibilities. Even so, engagement asked participants to share their level of awareness and potential ideas for change or where more communication with the library community was needed.

Library Services to the Print Disabled

As seen in the Awareness section, there is a gap between what members of the library community consider as “library services to the print disabled” and what the shorthand of “Talking Books” might cover. At the State Library staff design thinking day, the group working on this statutory requirement suggested **renaming the Talking Books division in order to better reflect its scope of work.**

As one listening session participant shared when reporting out from their small group discussion, “Talking Books is essential was our takeaway from this for all three of us. The staff is exceptionally helpful and supportive and being able to identify patrons at the site level has helped us... in signing up and helping patrons to access resources.”

Participants who have experience in other states did have more questions about how the Talking Books division works, and whether there are additional collaboration or cooperative opportunities with other states to help strengthen and support this service. Advisory Council members shared they saw the “need and awareness for the Talking Books program in rural communities” as a key takeaway from the engagement work.

Support the Research Needs of State Government Employees and Public Access to State Government Publications

As anticipated, many listening session participants were relatively unaware of these major responsibilities of the State Library; part of the reason this section of the listening session discussions were structured around the statutory responsibilities was to provide an awareness-building opportunity for those in attendance.

Participants were curious about the level of use by State employees, which they interpreted as relatively high based on the number of staff allocated to supporting research needs, were interested in learning more about the division of duties between the State Library and State Archives, and thought it was critical that “folks seeing this side can see the public impact and vice versa.”

As one small group reported, “[w]e don’t know as much about this but we all agreed that it would be helpful to have conversations with the staff who do the work or have them provide a list of what they feel is essential and then we could look through that and provide feedback on what services we use more than others.” This group, and others, wondered about how this staff could serve as an initial touchpoint for anyone contacting the State Library, helping match the user’s need with the appropriate State Library resource, treating all engagements with State Library staff initially essentially as a reference need. This service option is, however, challenged by the way in which the staff is funded: funding for Government Services staff comes from assessment fees paid by other state agencies, and not from academic, public, or school libraries.

Advisory Council members highlighted that the State Library “is an agency that provides unique services to all other agencies in terms of information curation and sharing (eClips, etc),” with one member sharing, “My feedback representing an Executive Leadership Team from a State Agency, the daily eClips of Oregon State Government news is priceless. It is a critical resource to agencies on many levels.”

Listening session participants were interested in learning more about the expertise of this group of State Library staff that they do not have relationships with, and in particular wanted to see these staff “share more about these resources and how we can really publicize them to our public,” so the library community might be able to learn more about and promote the work of this staff, and raise visibility about resources available to those outside of state government. In the staff design thinking workshop, the group working on this statutory requirement developed a new, simplified web portal that could be used by State employees or those needing to engage with State Library resources, which could be further developed for state employees as an app.

Federally-Funded Services

The final portion of the survey and listening sessions were structured around the services funded by Institute of Museum and Library Services (IMLS)-administered Library Services and Technology Act (LSTA) funding.

The highest ranked services in terms of awareness were from survey results were:

- Email lists, such as Libs-Or: 90%
- LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more: 89%
- Continuing Education, including webinars: 85%
- Library Grants, including LSTA competitive grants and teen internship grants: 83%
- Summer Reading Program Support: 81%
- Statewide Database Support: 79%
- Answerland: Statewide 24/7 library virtual reference service: 76%
- Public Library Statistics: 71%

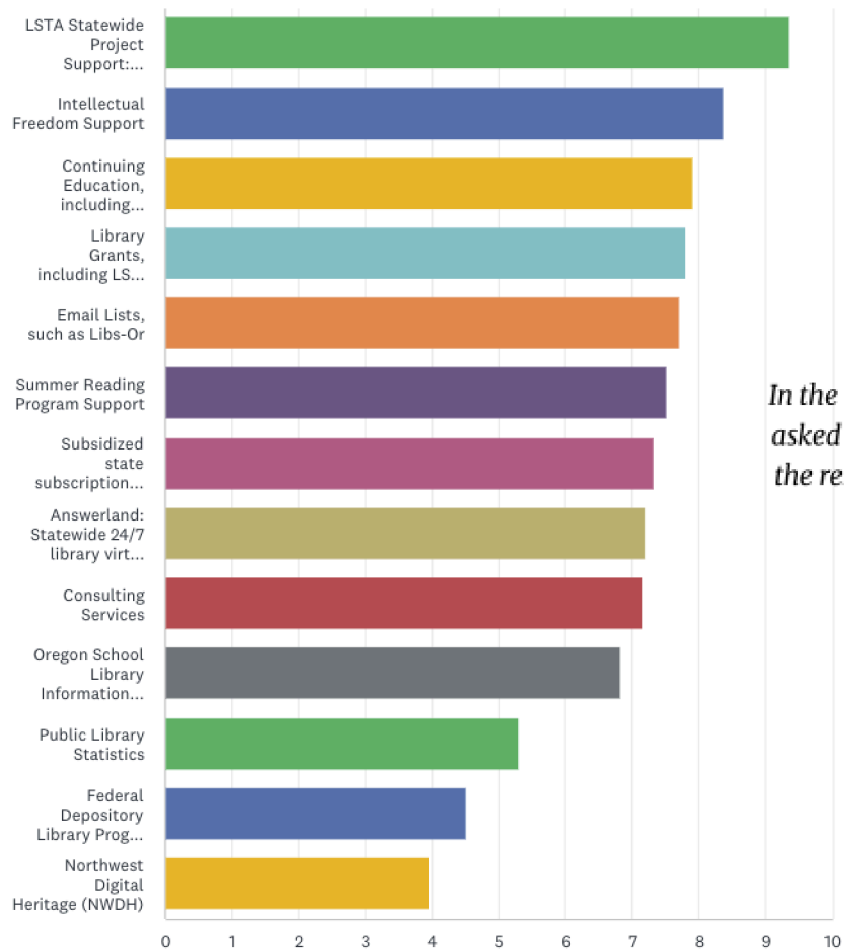
Email lists, LSTA statewide project support, continuing education, statewide database support, Summer Reading support, and public library statistics all had response rates of high knowledge and use at two or more times the overall knowledge rate (ie, “I know a lot about this, and have used it” vs “I know a lot about this, and have not used it”). Northwest Digital Heritage had the lowest overall level of awareness, with the majority having little or no knowledge of the service.

In the listening sessions, the vast majority of participants were familiar with these services due to the high level of communication undertaken by the State Library since the initial Executive Order in March 2025 seeking to dismantle the IMLS, with the exception being trustees and volunteers who attended the listening sessions and would have relied on their local library to communicate more details.

Statewide Impact

In both the survey and listening sessions, participants were asked further questions to gauge the statewide impact of these federally-funded services. The top five responses for the survey were as follows:

- LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more
- Intellectual Freedom Support
- Continuing Education, including webinars
- Library Grants, including LSTA competitive grants and teen internship grants
- Email Lists, such as Libs-Or.

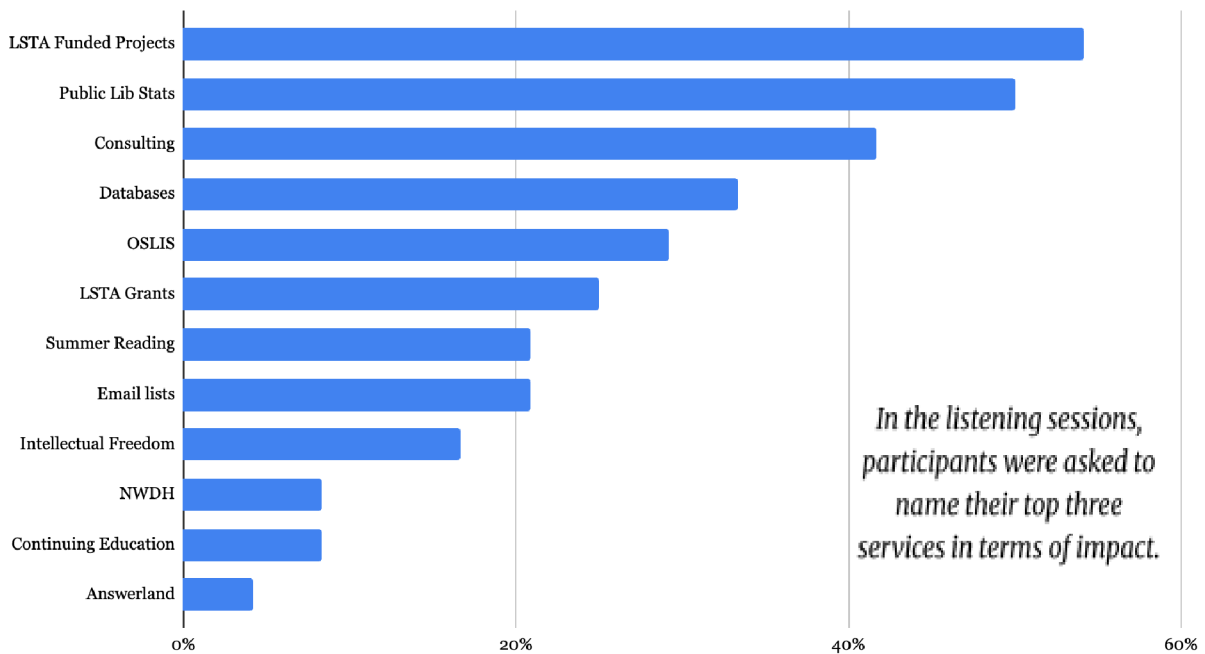


In the survey, respondents were asked to force rank the options; the results show the aggregate in responses.

In the listening sessions, participants rated the top five services for statewide impact as follows:

- LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more;
- Public Library Statistics;
- Consulting;
- Statewide Database Support;
- OSLIS.

Top Services for Statewide Impact



When considering the large number of services covered by LSTA statewide project support, the specific programs that were mentioned were the Sage Library System courier, Library2Go, and Oregon Battle of the Books.

With a similar profile between the survey and listening session participants, it is interesting to note the differences, even with the different question structures. In the listening sessions, small group discussions often focused strongly on the impact of particular services on their work and/or institutions. The conversations clearly shaped the responses; for example, one listening session participant spoke passionately on the need for reliable statistics for benchmarking, sharing “The Public Library Statistics are super important for the upcoming battle. We need more stats, not less — and the schools need data, too.”

The public library statistics emerged as an example of the kind of service members of the library community are referring to when they emphasize the importance of the State Library doing something that no one else can. Another listening session participant shared, “I could give up things like the Summer Reading support because I could probably fundraise for that — need the stuff from the SLO that isn’t replicable or funded that way, expertise.”

The most striking examples of the differences between survey and listening session responses are:

- Public library statistics, rated 267% higher in the listening sessions vs the survey;
- Northwest Digital Heritage, rated 113% higher in the listening sessions vs the survey;
- Consulting, rated 95% higher in the listening sessions vs the survey;
- Answerland, rated 84% higher in the survey vs the listening sessions.

As an interesting piece of anecdotal data, the participants in the ranking exercise at the Umatilla County Special Library District (UCSLD) fall staff training day ranked the following items as having statewide impact at a far higher rate than listening session participants or the survey:

- LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more — chosen by 85% of participants as having a significant statewide impact;

- Summer Reading support — chosen by 79% of participants;
- Library Grants, including LSTA competitive grants and teen internship grants — chosen by 68% of participants.

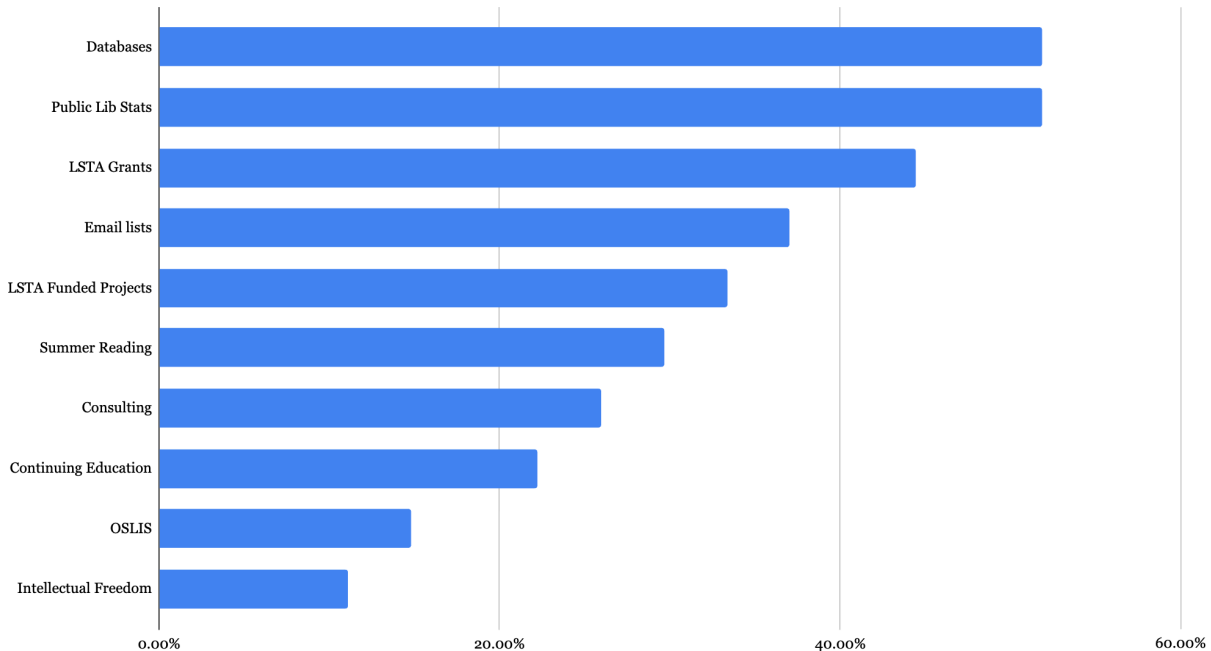
In addition, this group ranked Northwest Digital Heritage 440% higher than the survey (and 152% higher than the overall listening sessions).

Impact For My Library

Listening session participants were asked again to rank the same services, but this time, considering what was most impactful for their library. The top responses were as follows:

- Statewide Database Support;
- Public Library Statistics;
- Library Grants, including LSTA competitive grants and teen internship grants.

Top Services: Impact for My Library



It is important to note that the services seen as having the most impact overall are those that fit into the group of “things only the State Library can do,” coordinating access to databases across the state, ensuring accurate and timely statistics are collected and shared, and distributing targeted grants across the state. Advisory Council members framed this as the State Library “function[ing] as the ‘library’s library,’ [acting as] a mirror to what local libraries or organizations do.”

Overall, at the aggregate level, the library community is split among what LSTA-funded services are most important to maintain. This both points to the success of the State Library in ensuring members of the library community are able to connect with what matters and the need for the State Library to more rigorously apply a set of standards driven by outcome- or impact-based measurements of success to its services. Not everything can be important, and both the State Library and those it serves have a difficult time parsing out what is *truly* essential.

Overall Considerations

When asked for the key takeaway from their small group discussions, listening session participants demonstrated a **willingness for significant transformation**. Statements shared include:

- “We need to think about what we need vs what we love vs what to defend/for the upcoming battle.”
- “We need to radically transform the job descriptions of SLO staff.”
- “If we want to pay staff well, not have them burn out, and not reduce services, our only options are to raise money or do things differently.”

This was echoed by members of the Advisory Councils, who shared their perception of the “**State Library as a catalyst**,” wanting to ensure resources were allocated in ways that supported that capacity and need for change. State Library staff also expressed an appetite for change, ensuring their work and their divisions were “doing the most good with limited resources, serving those most in need,” potentially “shifting who we should be helping,” and an internal interest in more collaboration. Members of the State Library Board also highlighted the opportunity in changing the State Library’s structure or approach, sharing that the “[State Library] can’t do everything, it is ok to recognize there are not resources to focus on everything.”

Regardless of engagement method and when divorced from thinking of the staff member most closely associated with a service, members of the Oregon library community describe a State Library staff composed of **generalists**, rather than subject matter specialists. Members of the library community want to be able to engage with the State Library staff person they have the most trust in, and want that staff person to have a good sense of their library’s needs and constraints. This theme was reiterated by members of the State Library’s various advisory councils, who see State Library staff as having **relationship based, rather than subject matter based, connections and networks**; as one member shared, “[I

want to] reiterate the value of the consultants — ‘I know a person’ expertise in particular, and providing that introduction [on behalf of the library community member].”

In the “Support of Local Library Services” section, the need for additional research to be done on the most significant needs for local support was highlighted, in order to **ensure State Library staff expertise and capacity is aligned with the most pressing needs**. As part of this review, the State Library should explore what services to libraries might look like if they were organized in a model of **geographic regions**, as this would support the desire (and practice) of members of the library community to talk with “their person” at the State Library, regardless of what the staff’s service area function might be.

This geographic model is in place in other states, so there would be ample information on the benefits and challenges. Advisory Council members saw value in exploring this model, sharing that a “shift in model to a regional support model (vs statewide support model) could potentially get to some of the other components (ie dedicated support to rural communities),” with that member noting that “it has taken [me] a while to figure out who to call but love knowing who to call when I do.” The concept of a regional or geographic model was of great interest to Advisory Council members; as the group discussed the opportunities for the State Library to make the greatest impact, a key takeaway was how the ways in which people currently engage with the State Library “[r]einforces the need for regional representation — understand[ing] the needs of the local libraries would be a real help.”

Because library staff want trustworthy, reliable advice from the State Library, and have the experience of receiving it, they are willing to wait for a response or wait to be connected to the appropriate expert.

Members of the library community feel methods to build trust must remain an important part of the work of the agency. **Personal relationships are key for building trust and awareness**. This is further seen in how members of the

library community are generally unaware of the overall staff roles and responsibilities in the State Library, even within Library Support and Development, but particularly those staff in other divisions. When, as a member of the library community, you contact the staff person you have the most trustworthy relationship with regardless of their scope of responsibility and receive a high-quality and timely response from them, there is little need to get to know other staff members or commit to memory the areas of responsibility for a State Library staff person. There is great interest on the part of the library community **to learn more about the work of the entire State Library**, and to engage with a wider range of the State Library staff.

It is important to note that, at every opportunity, **listening session participants emphasized how much they value the State Library staff** in general and how much they did not want to see the staff they interact with lose their positions. At the same time, small group discussions generally focused on the opportunity that is being presented to make changes that strengthen the services of the State Library ahead of — instead of in response to — budget cuts or financial pressures.

Questions to Ask

Members of the library community are interested in seeing the State Library operate differently and are willing to support the Library and its staff in potentially radical transformation. This permission, coupled with the trust the library community has in the State Library and in State Library staff, provides an excellent opportunity for the State Library to rethink how its services are structured.

In considering next steps, some questions to consider:

- With the funding constraints in mind, **how can the State Library ensure the greatest impact for its investment of resources, including staff time?**
- When considering the statutory requirements for the State Library, **where do current services best fit?**
- **Which audience is best served in a particular area** — both at the statutorily-required level and at the service level?
- If the State Library cannot maintain support for all library types in a particular area or service, **which audience *should* be the focus?**
 - Might there be a subgroup within that audience that should be an even more specific focus? (For example, community colleges; high school libraries; small and rural public libraries; etc.)
 - **What would it look like to focus on the audiences with the most need?**

APPENDIX A: SURVEY QUESTIONS



State Library of Oregon: LSTA Funding Impacts

While our current grant is in place thru September 2026, future federal funding from the Institute of Museum and Library Services remains uncertain. The State Library is assessing the impacts of these potential funding shortages. This survey is designed to help us understand what's most needed. Your responses will inform how the State Library plans for potential service reductions and advocates for continued investment in library services. Your perspective is essential as we work together to navigate these challenges.

1. Which type of library or organization are you primarily associated with?

- Academic
- Community College
- Public
- School (K-12)
- Special
- Tribal Nation
- I am a library trustee or volunteer
- I do not work at a library

State Library of Oregon: LSTA Funding Impacts

About You and Your Library

2. For our library supporters, interested parties, and other educational or state employees, which of the following options best describes your work or connection to libraries?

- I am a library trustee
- I volunteer at the library
- I am a state employee
- I am a partner with or interested party of a library
- I am a superintendent, principal, teacher, instructor, dean, or am in other education-related position
- I am an Oregon state legislator
- Other (please specify)

State Library of Oregon: LSTA Funding Impacts

About You and Your Library

3. Where in Oregon are you located?

- Willamette Valley
- Portland Metro
- Central Oregon
- Eastern Oregon
- Coastal Oregon
- Southern Oregon
- I do not live or work in Oregon

4. Have you interacted with a State Library of Oregon staff member in the past year? (choose all that apply)

- Yes — I spoke with, listened to, or interacted with SLO staff at an Oregon Library Association (OLA) event or the conference
- Yes — I have attended an online meetup, webinar, or other opportunity led by the State Library
- Yes — A staff person or the State Librarian came to visit my library or organization
- Yes — I called seeking advice from State Library staff
- Yes — I emailed State Library staff for help or support
- No, I have not interacted with a State Library staff member

State Library of Oregon: LSTA Funding Impacts

Familiarity With State Library of Oregon Services

The State Library can be described as two libraries and a consulting firm: the Talking Book and Braille Library for Oregonians with a print disability; the Government Services Library that provides high-quality resources for state employees and the legislature, and the Library Support division that consults with all of the libraries in Oregon. To accomplish this work, the State Library receives a variety of funding sources, including federal, General Fund, and Other Fund Assessment dollars.

5. How familiar are you with the following State Library of Oregon programs and services?

	I know a lot about this, and have used it	I know a lot about this	I have heard of this, but I don't know much about it	I didn't know about this
Free <u>Talking Book services</u> for Oregonians with a print disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Online Oregon documents collection</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Consulting services</u> provided by State Library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Library of Oregon: LSTA Funding Impacts

Familiarity With State Library of Oregon Services: Required by the State of Oregon

The options in the previous question highlighted programs and services that are supported by a variety of funding sources, including state and federal funds. The State Library may be required, either by Oregon statute or the funding source, to provide some of these programs. In the next question, we are going to focus only on those services required by Oregon statute.

6. The State Library of Oregon is required by statute to provide the following programs and services. How familiar are you with these required services?

	I know a lot about this, and have used it	I know a lot about this, but I have not used it	I have heard of this, but I don't know much about it	I didn't know about this
Support the research needs of State government employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide library services to persons who are print disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the establishment, development, and support of local library services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide continuing education programs for library personnel across the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote library services for children and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public access to state government publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Library of Oregon: LSTA Funding Impacts

Familiarity with State Library of Oregon Services: Federally Funded

The State Library receives federal funding from IMLS, thru an annual grant called the Library Services Technology Act (LSTA). After 30 years of stability, future LSTA funding is uncertain. For the latest information on LSTA funding, please visit the [Updates page on the State Library's website](#).

7. The State Library of Oregon uses LSTA funding to support or provide the following programs and services. How familiar are you with these federally-funded services?

	I know a lot about this, and have used it	I know a lot about this, but I have not used it	I have heard of this, but I don't know much about it	I didn't know about this
Answerland: Statewide 24/7 library virtual reference service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing Education, including webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email Lists, such as Libs-Or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal Depository Library Program (FDLP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual Freedom Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Grants, including LSTA competitive grants and teen internship grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Northwest Digital Heritage (NWDH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oregon School Library Information System (OSLIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Library Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statewide Database Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer Reading Program Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Library of Oregon: LSTA Funding Impacts

In addition to funding challenges at the federal level, the state of Oregon is also facing significant budgetary pressures at the state level. Cuts and changes to the budget driven by the Oregon legislature and Governor's Office may impact programs and services that would otherwise not be at risk.

8. The State Library of Oregon receives state funding to support or provide the following programs and services. How familiar are you with these state-funded services?

	I know a lot about this, and have used it	I know a lot about this, but I have not used it	I have heard of this, but I don't know much about it	I didn't know about this
Ready to Read Grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking Book Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations of the State Library, including access to the library and its collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public access to state government publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Library of Oregon: LSTA Funding Impacts

9. Has your library or organization already begun planning alternatives for if any of the programs and services highlighted in previous questions cease due to funding issues?

- Yes
- No

10. Please share any creative solutions you have been thinking about or working on to fill the gaps in your library, agency, or workload if these services are no longer funded.

11. Would you like a State Library employee to follow up with you about your creative solution?

Marking yes will take you to a page that will collect your name and email address, which will only be used by State Library staff to connect with you as you requested.

- Yes
- No

State Library of Oregon: LSTA Funding Impacts

12. The State Library is coordinating a series of interactive, discussion-based listening sessions to further explore how the State Library can respond to library community needs in the face of budgetary cuts and challenges. Are you interested in attending one of these sessions?

Marking yes will take you to a page that will collect your name and email address, which will only be used to share information about the listening sessions.

- Grants Pass session has already been held
- First virtual session has already been held
- Hillsboro session has already been held
- Bend session has already been held
- Registration for second virtual session has closed
- I am unable to attend a session but am interested in learning more about how I can contribute.
- I am not interested in or am unable to attend a session.

State Library of Oregon: LSTA Funding Impacts

The State Library has had to rely on federal funding to support the operations necessary to provide core services for people in our state. With the potential loss of federal funding, the state funding — which is also strained — will be all the State Library has to cover its statutory requirements.

13. If federal funds to the State Library go away, how would you prioritize funding the following services? Place in order from the most impactful for the state and the library community to keep funded to the least impactful.

- Answerland: Statewide 24/7 library virtual reference service
- Consulting Services
- Continuing Education, including webinars
- Email Lists, such as Libs-Or
- Federal Depository Library Program (FDLP)
- Intellectual Freedom Support
- Library Grants, including LSTA competitive grants and teen internship grants
- LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more
- Northwest Digital Heritage (NWDH)
- Oregon School Library Information System (OSLIS)
- Public Library Statistics
- Subsidized state subscription to library databases
- Summer Reading Program Support

14. In many cases, the loss of funding will not only impact the service, but will impact the availability of staff time. How would you prioritize the staff time for the following services?

Place in order from the most impactful to keep funding to the least impactful. The highest ranking indicates the most staff time; a lower ranking indicates you would work to find support elsewhere for your needs.

- Youth Services
- Intellectual Freedom
- Library, committee, or organization visits
- State Library staff participation in OLA
- Strategic planning for rural public libraries

15. Please share your name.

16. Please share your email address so we can be in contact about your creative idea.

State Library of Oregon: LSTA Funding Impacts

17. Please share your name.

18. Please share your email address so we can send you information about your chosen listening session(s).

State Library of Oregon: LSTA Funding Impacts

As we continue to navigate these challenging times, your support and input are incredibly valuable. Thank you for taking the time to share your experience and insight.

APPENDIX B: LISTENING SESSION SLIDE DECK





State Library Listening Session

virtual sessions,
November 5 & December 3

Today's Agenda

- 01 Welcome and Introductions
- 02 What type of help is the most meaningful?
- 03 Statutory requirements
- 04 IMLS funding

Some things to keep in mind today

- This will be an interactive, discussion based session
- You'll be asked to speculate on things you may not know a lot about — there are no wrong answers today
- You have all you need to participate: your experience is enough

Let's hear from our State Librarian ↘



Wendy Cornelisen

Now what? ↘

- Our focus today is to discuss some of the challenges that could be ahead for the State Library
- These challenges are driven by the potential loss of federal funding as well as a potential reduction in state financial support
- These listening sessions are intended to dig deeper into the findings from the library community survey, and will help inform next steps and engagement opportunities for State Library staff
- One last thing before we start: get out your phone!

Join by Web PollEv.com/constructive785 Join by Text Send [constructive785](https://PollEv.com/constructive785) and your message to [22333](https://PollEv.com/constructive785)



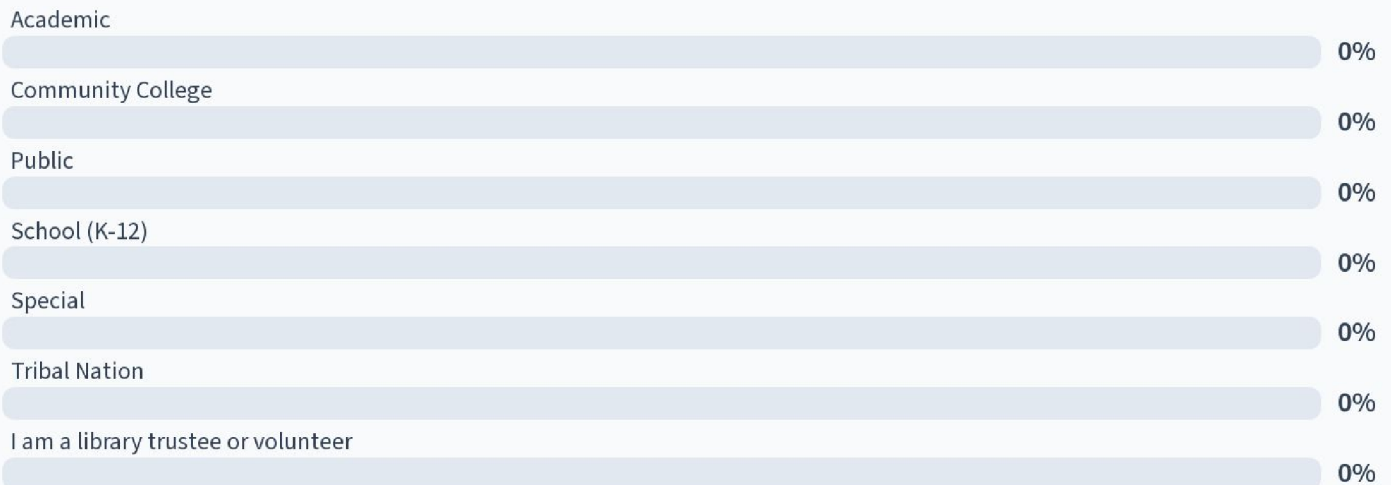
My favorite thing about fall is...

Nobody has responded yet.

Hang tight! Responses are coming in.



Which type of library or organization are you primarily associated with?



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

How do you want to engage with State Library staff?

- ★ I want to be able to get an answer quickly
- ★ I'm ok waiting — email is fine
- ★ Through formal channels, like OLA or networking events
- ★ I want to engage in person — visits are best

My top two preferred ways to engage with SLO staff are:

Phone — I need information quickly

0%

Phone — I need to be able to talk through things

0%

Email — I am ok waiting

0%

Formal opportunities, like the OLA conference

0%

Visits to my library

0%



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

Let's Discuss

- Why did you prioritize as you did?
- What are you willing to give up in order to ensure your top method of engagement remains an option?

What's required by statute?

- ★ Provide continuing education programs for library personnel across the state
- ★ Promote library services for children and youth
- ★ Promote the establishment, development, and support of local library services

11

What's required by statute?

- ★ Support the research needs of State government employees
- ★ Provide library services to persons who are print disabled
- ★ Public access to state government publications

12

Let's Discuss

- The State Library must offer these services — but how they look may need to change
- What's most essential to maintain at current levels? Why?
- What do you think is ripe for reimagining? What would you propose?

13

The idea I heard today that I like the most is:

Nobody has responded yet.

Hang tight! Responses are coming in.



What's funded by the IMLS?

- ★ Answerland: Statewide 24/7 library virtual reference service
- ★ Consulting Services
- ★ Continuing Education, including webinars
- ★ Email Lists, such as Libs-Or
- ★ Federal Depository Library Program (FDLP)
- ★ Intellectual Freedom Support
- ★ Library Grants, including LSTA competitive grants and teen internship grants
- ★ LSTA Statewide Project Support: Ongoing support of projects like Oregon Battle of the Books, the Sage Library System courier, Library2Go, and more
- ★ Northwest Digital Heritage (NWDH)
- ★ Oregon School Library Information System (OSLIS)
- ★ Public Library Statistics
- ★ Subsidized state subscription to library databases
- ★ Summer Reading Program Support

15

Let's Discuss

- If federal funds to the State Library go away, how would you prioritize funding those programs?
- Think about those programs for **your library**. What's the most impactful?
- Now, think about these programs for the **state and the library community** as a whole. What is the most impactful to keep funded?

16

Let's Discuss

- What would you choose if decisions got really difficult? Would you:
 - Deprioritize services to libraries with a larger service population or budget in order to support smaller, more rural, or underfunded libraries?
 - Give up your Ready to Read money if it meant you could have consistent access to youth services support?

17

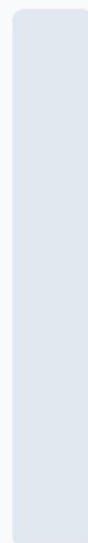
Deprioritize services to libraries with a larger service population or budget in order to support smaller, more rural, or underfunded libraries?

0%



Yes

0%

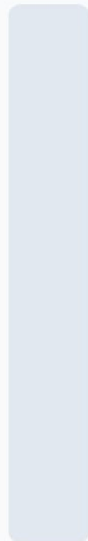


No



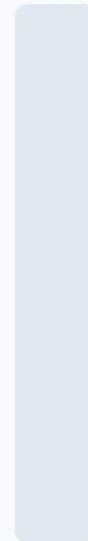
Give up your Ready to Read money if it meant you could have consistent access to youth services support?

0%



Yes

0%



No



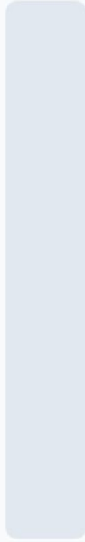
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

Let's Discuss

- What would you choose if decisions got difficult? Would you:
 - Prefer the State Library continue to compile and share learning opportunities, or coordinate less frequent but more tailored virtual learning opportunities?
 - Do other pairings come to mind?

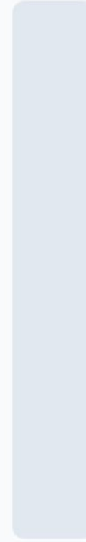
Prefer the State Library continue to compile and share learning opportunities, or coordinate less frequent but more tailored virtual learning opportunities?

0%



Compile options — I like having lots to choose from

0%



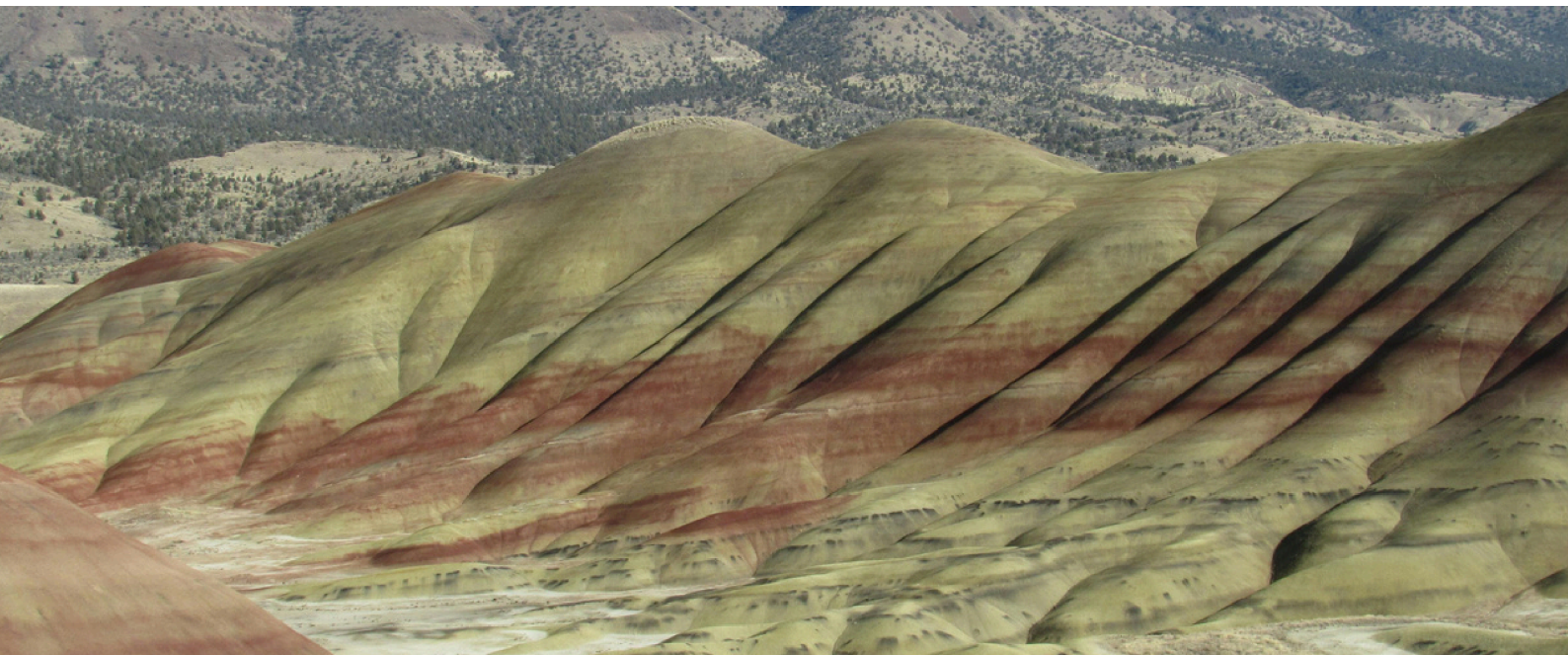
Fewer but more tailored options



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

thank
you!

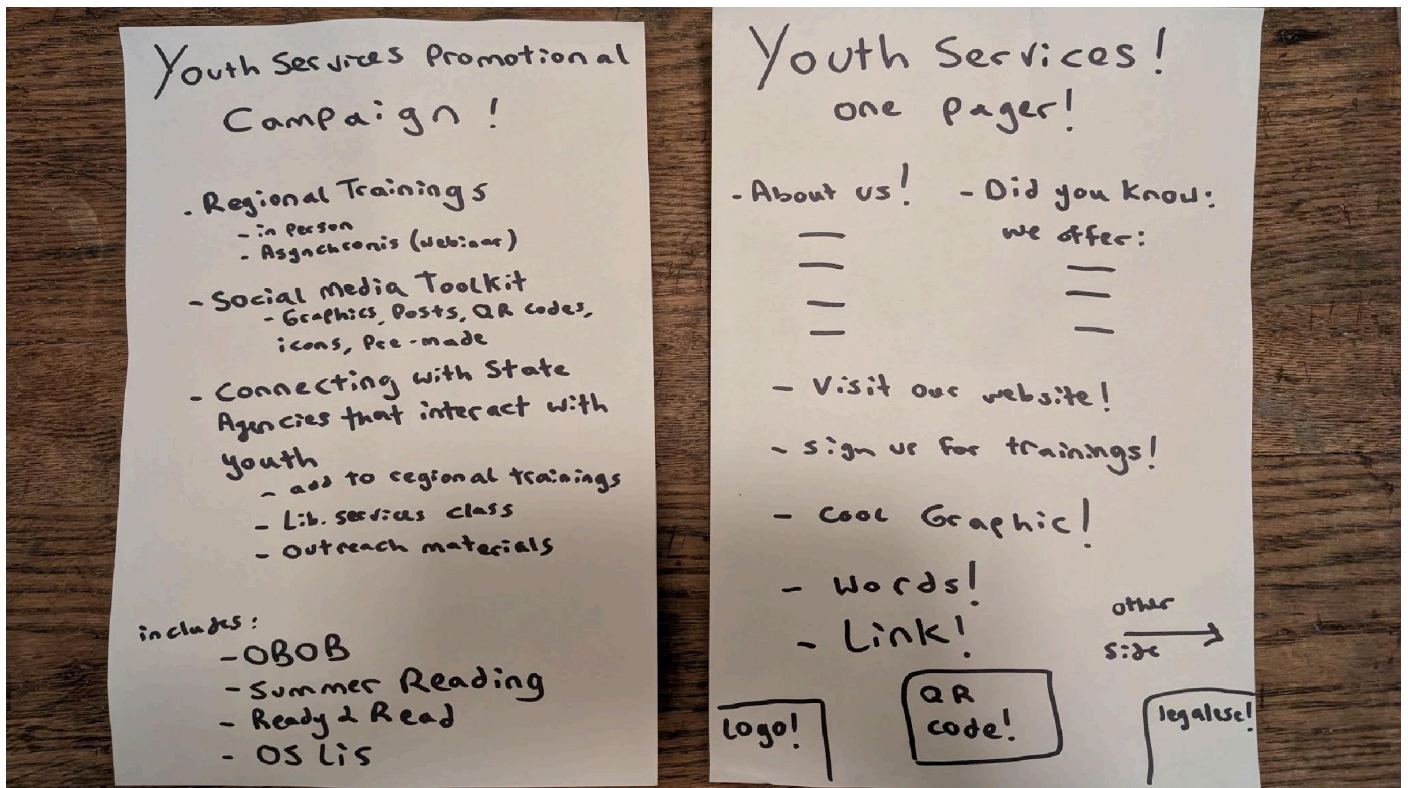
APPENDIX C: DESIGN THINKING STAFF DAY PROTOTYPES



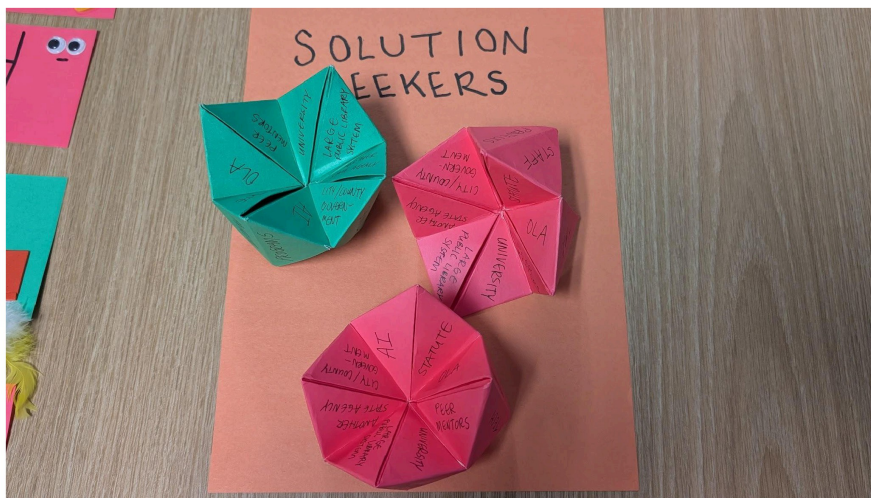
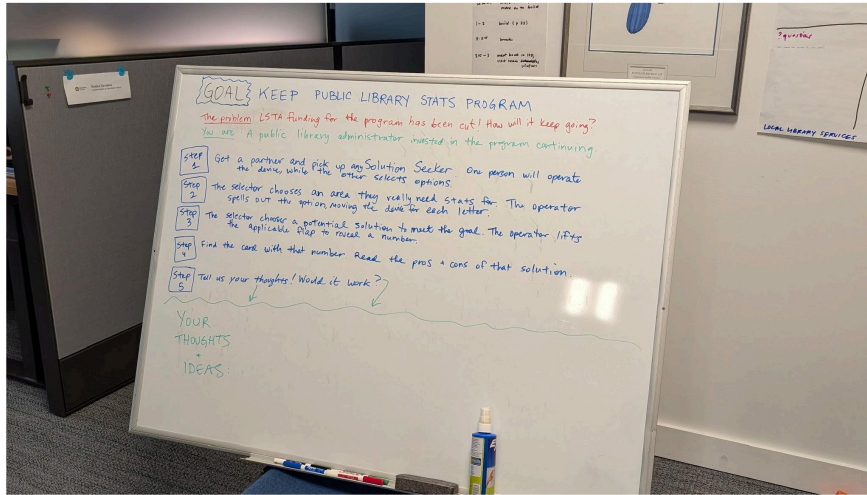
Continuing Education



Library Services for Children and Youth



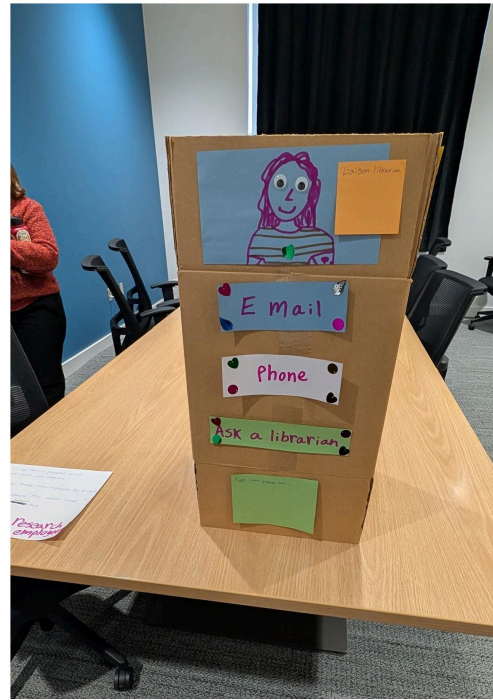
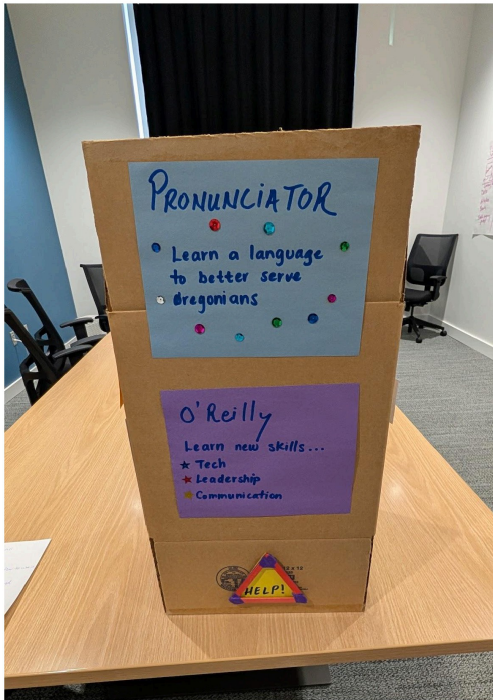
Support of Local Library Services



Library Services to the Print Disabled

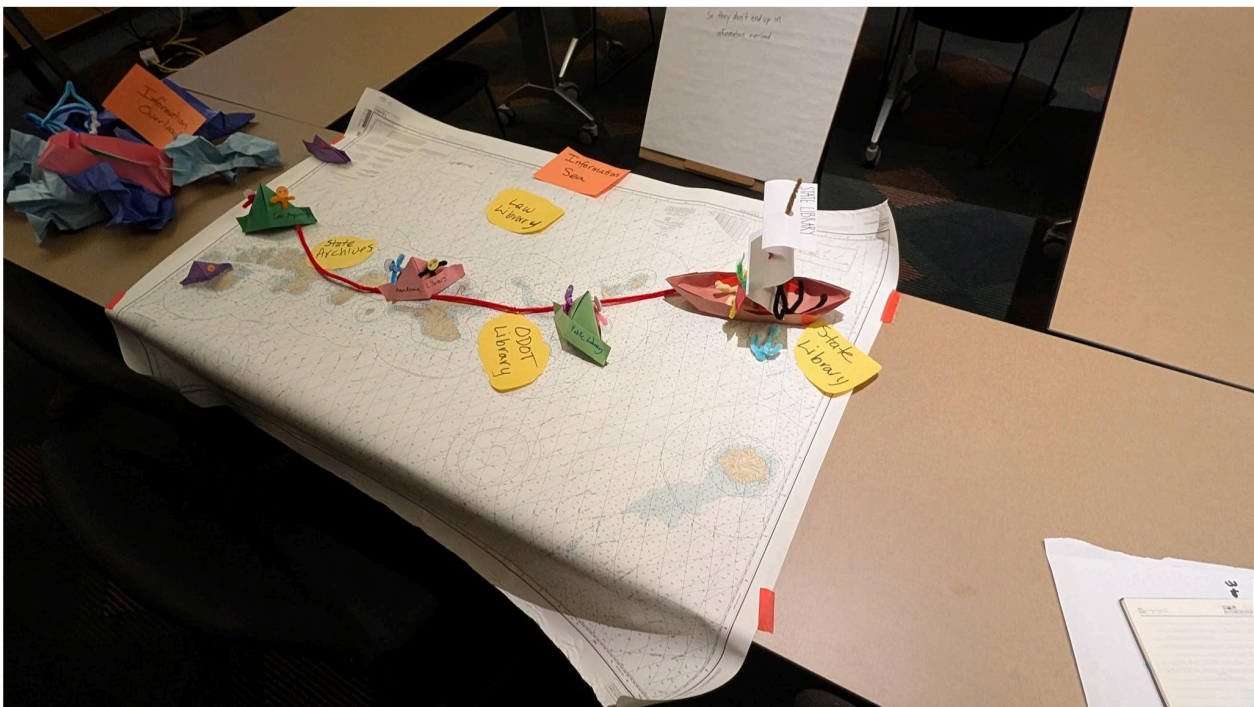
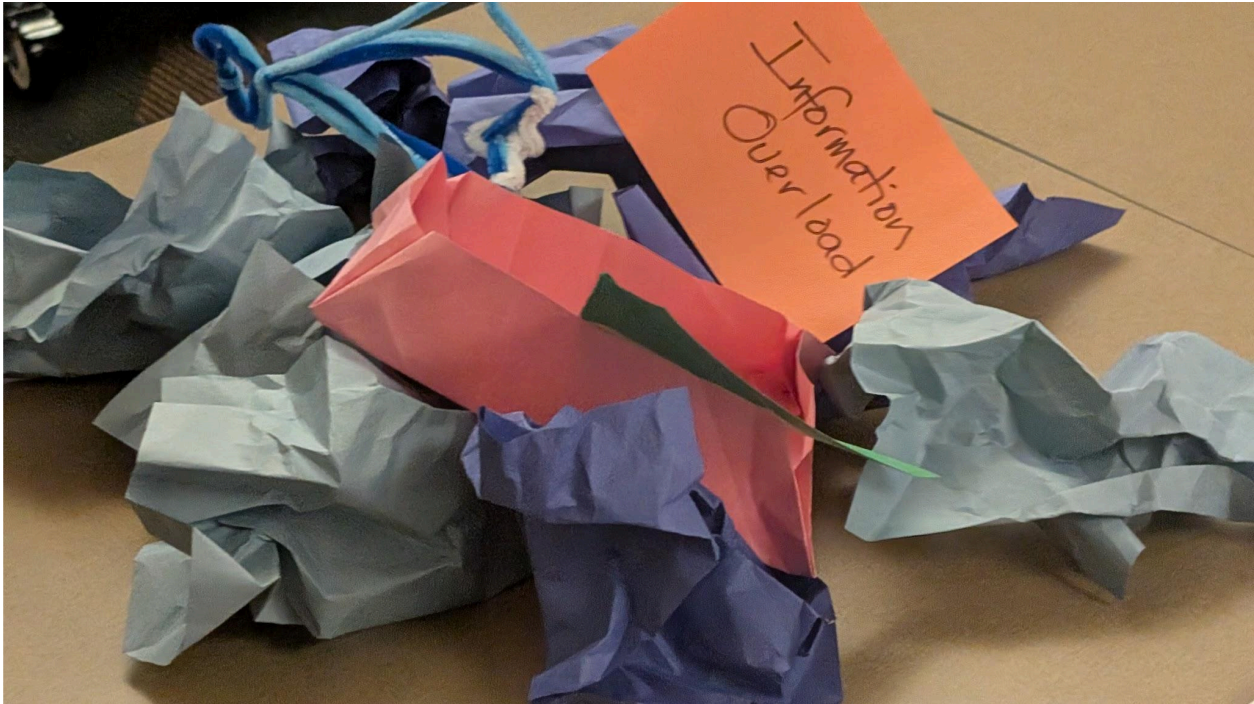
This group proposed changing the name of the division, with their prototype set up as an opportunity to offer name suggestions and key phrases.

Support the Research Needs of State Government Employees



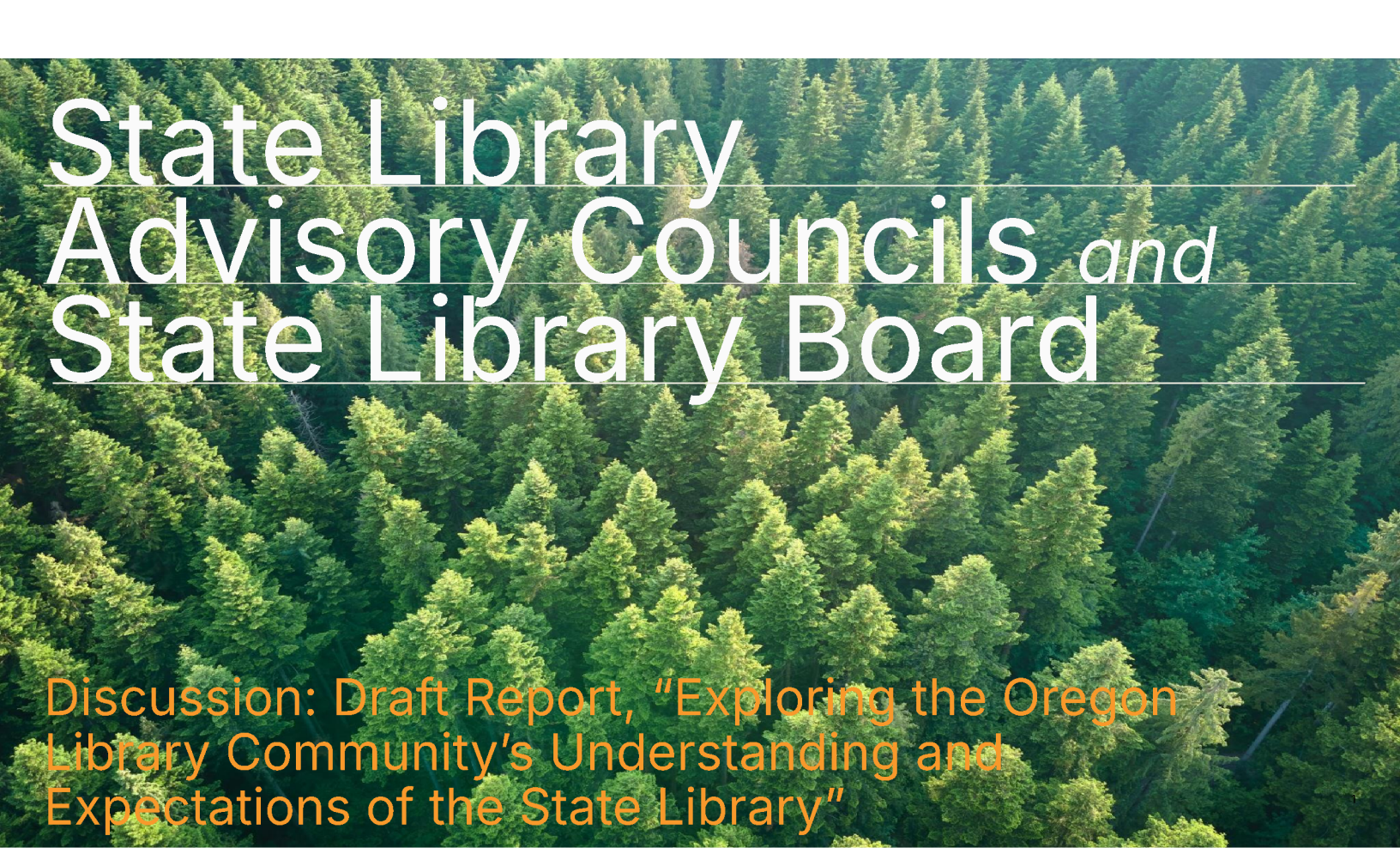
Public Access to State Government Publications

“The State Library builds partner champions to help patrons navigate the information sea so they don’t end up in information overload”



APPENDIX D: ADVISORY COUNCIL AND STATE LIBRARY BOARD SLIDE DECK





State Library Advisory Councils *and* State Library Board

Discussion: Draft Report, "Exploring the Oregon Library Community's Understanding and Expectations of the State Library"

Today's Agenda

- 01 Welcome and Introductions
- 02 Project Overview
- 03 Facilitated discussion of report elements
- 04 Questions

Project Overview

- This project was developed to explore in more depth how the library community felt about potential challenges that could be driven by the loss of federal funding or a reduction in state financial support
- We began with reviewing research and feedback the State Library regularly collects (such as the annual customer satisfaction surveys and the LSTA five year evaluations) and comments the State Library had collected since the Executive Order in March 2025, using this information as a springboard to dig deeper.

3

Project Overview

- Next, we developed and released a survey to the library community to focus more deeply on potential funding impacts to SLO programs and services and gauge awareness of the statutory responsibilities of the State Library.
- Following the survey, we held a series of listening sessions, both in person and virtually, to more fully explore elements in the survey.
- These sessions focused on providing significant small group discussion time, with multiple ways for participants to share their feedback.

4

Project Overview ↘

- After the listening sessions, the first draft of the report was prepared — the goal of which was to share emergent themes, areas for more discussion, and suggestions for changes to explore
- The report was shared with all State Library staff ahead of a full-day design thinking workshop where participants were asked to apply learning from the report to the six statutory responsibilities.
- Information, themes, and suggestions from the staff day, along with learning from today's session and a session with the State Library Board, will shape the final report draft.

5

Exploring the report and findings



State Library programs and staff are highly respected — which makes it difficult to envision new approaches.



Investment in developing and maintaining relationships is crucial to the library community.



Members of the library community are willing to wait for a response from the State Library, and prioritize maintaining expertise over quick responses or barrier-free access.



Members of the library community feel confident they will receive a high-quality, trustworthy response from any State Library staff.

6

Exploring the report and findings



When investing or focusing effort in continuing education, the State Library should prioritize offerings that are directly related to service in Oregon libraries.



Members of the library community expressed a desire for State Library staff to be generalists — prioritizing expertise and understanding over specialization.



Services seen as having the most impact overall are those that fit into the group of “things only the State Library can do,” coordinating access to databases across the state, ensuring accurate and timely statistics are collected and shared, and distributing targeted grants across the state.

7

What's your top takeaway? ↘

- *open discussion time*

8

Let's Discuss

As the State Library considers what services to prioritize or transform, special attention should be paid to the section of the library community it is most hoping to support, or where it can make the greatest impact. **Where can the State Library make the greatest impact?**

9

Notes ↘

- *open discussion time*

10

Let's Discuss

What does it look like to combine State Library staff expertise and these most significant needs for support, considering libraries of each type (academic, public, school, special, Tribal) and state employee audiences?

11

Notes ↘

- *open discussion time*

12

Let's Discuss

If the library community is willing to support radical transformation, what opportunities come to mind first? What opportunities exist from your perspective?

13

Notes ↘

- *open discussion time*

14

An aerial photograph of a dense, lush green forest. The trees are tall and closely packed, creating a vibrant green canopy. The word "questions?" is written in a large, white, sans-serif font across the center of the image. The background is a solid white color.

questions?

**EXPLORING THE OREGON LIBRARY
COMMUNITY'S UNDERSTANDING
AND EXPECTATIONS OF THE STATE
LIBRARY**

APRIL 2026



PREPARED BY
CONSTRUCTIVE DISRUPTION,
PORTLAND, OREGON