



American Association of School Librarians
Annual Meeting 2006
New Orleans, Louisiana
June 22-28, 2006

Topic: Annual Briefing

Background: One of the strategies under the objective, "increasing member involvement in ALA Leadership," in the goal area, Influence Within ALA, is to "develop an annual briefing communicated from the Board with input from the Affiliate Assembly and committees on ALA issues and work with Division Councilor to distribute to appropriate ALA entities." In the process of implementing the objective, several questions have arisen.

1. Was the intent of this strategy to focus on school library issues that need to be spotlighted (i.e. 65% solution) or was the intent to focus on issues that the division has with ALA (e.g. need more publicity on the plight of SLMS under a 65% solution)?
2. If the former, was this objective misplaced (i.e. should it be under the objective, "raise the profile of school library media issues within ALA")?
3. Does the attached briefing, prepared by AASL President Linda Williams, meet the intent of the strategy?

Action Required: Discussion



Critical Issues for School Libraries

May 2005

A brief communication identifying the major concerns for school libraries, including action taken by the American Association of School Librarians.

Issue: Non-instructional classification of school library media specialists by the National Council for Educational Statistics (NCES)

Concern: The federal accounting structure for which states are held accountable classifies school librarians as "instructional support staff" which puts them in jeopardy of being eliminated as they are not identified as instructional staff.

Action Taken: Met with NCES representatives to discuss concern

Result: Positive reception; definition change pending

Issue: The "65% Solution" regarding funding by state governments.

Concern: The increase in classroom spending threatens funding for school libraries as they are not considered instructional classrooms.

Action Taken: Met with NCES representatives to discuss concern

Result: Positive reception; proposed a change in format of report to include instructional and instructional-related.

Issue: No Child Left Behind (NCLB) does not include school library media specialists in the "highly qualified" teacher classification

Concern: Positions are in jeopardy of being eliminated or filled with non-certified persons.

Action Taken: Presented a draft document of amendments to Dept of Ed for consideration during reauthorization of NCLB in 2007

Result: Well received; awaiting action

Issue: Full funding for Literacy Through School Libraries Act

Concern: As this is a competitive grant those that can apply are governed by specific federal guidelines so all states cannot participate. With full funding, the money would go to the states so all could benefit and participate equally.

Action Taken: Met with Literacy Through School Libraries staff to discuss concerns

Result: Full funding will not be forthcoming. Will continue to pursue.

Issue: Low AASL voter turnout in ALA elections.

Concern: Although efforts were made in 2005 to encourage members of AASL to exercise their voting rights, there is still a concern about the low voter turnout in ALA elections.

Action Taken: Get Out the Vote campaign; sent affiliates a member list, and ALA and AASL candidates information

Results: AASL members voting in the ALA election increased by 39%; with 73% of AASL candidates running for Council elected.



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Topic: Digitized Content and Issues for Libraries Report

Background: Carolyn Karis, a KQ associate editor with an interest in this subject, represented AASL at an invitational meeting held by the ALA OITP on April 7th – 9th. Her report is attached for your information and your consideration of suggested follow-up.

Action Required: Discussion

Memorandum

To: AASL, Julie Walker and Jennifer Habley
From: Carolyn Karis
Date: April 21, 2006
Re: Digital Content & Issues for Libraries meeting at Hilton Chicago O'Hare April 7-9, 2006

Facilitated by Liz Bishoff, the meeting on the impact of mass digitization was attended by about 35 representatives of libraries and museums. Most representatives were from academic libraries; there were none from the public library sector. Using an open meeting format, the attendees set the agenda for the three-day workshop after an introduction by the ALA steering committee that included Sherrie Schmidt, Carrie Russell, and Jim Neal. The introduction explained that recent mass digitization projects had raised questions for ALA and revealed the need for ALA to develop cohesive policies relating to issues surrounding mass digitization and its impact on libraries and museums.

The attendees generated the following topics, which were explored in-depth by the Saturday working groups [Starred items were designated as top priority for policy during the Sunday plenary discussion.]:

1. User-generated Content
2. Privacy
3. Copyright and public domain **
4. Framing policy/library professionals: roles in education
5. Mass digitization
6. Collaboration
7. Funding – policy discussion ****
8. Principles for open architecture of digital content (tools for use)
9. Digitization standards, best practices, baselines *
10. Is digital different?
11. Equity of access
12. Control of digitized assets **
13. Digital rights management **
14. Preservation responsibility **

The following bullets highlight key points and events of the workshop.

- ❖ On Friday evening, Dan Greenstein of the University of California, California Digital Library Federation, outlined the background issues of mass digitization and the impact on libraries. The key points of his talk were as follows:
 - Dan surveyed issues relating to Search, Browse, Integration, Curation, Localization, and Dissemination with added value.
 - Making it easier for users to locate information is key for the future. Information sources need to show the user what resources they have available.
 - Library and museum institutions should develop an "Academia" (wikipedia for academic work).
 - Redundancies in the "care and feeding" of information should be avoided. In the future, **access will be key**.
 - Digital resources should possess certain qualities: they should be online, persistent, configurable, attributable, open and freely accessible for search, created in compliance with the law, and created through non-exclusive agreements.
 - The importance of librarians rests in the value-added services they provide for users.

- ❖ The Saturday working groups consisted of 3 to 10 people for each topic with attendees self-selecting issues that they deemed important and desired to make a contribution in developing ALA policy.
- ❖ Group members generated a definition of each problem, explored the background of the issue, listed the stakeholders affected, and suggested potential policy components. They proposed “next steps” for research and policy development. They determined what were the related policies of ALA (e.g., Intellectual Freedom) that already existed. They explored the policies and rules of other agencies, such as the Patriot Act, that might impact the development of ALA policy.
- ❖ I initiated two topics for discussion: equity of access and preservation. I led the equity of access group and participated in the working groups for preservation, user-generated content, and open architecture (tools for use of digital content).
- ❖ During the Sunday plenary session, each of the 14 group leaders presented a summary of that group’s work and answered questions. Clarifications of various points were made. Suggestions for additions or modifications were offered.
- ❖ The entire plenary group came to agreement that ALA (and other library and museum institutions) should stop being humble and conservative in requests for funding and support. Comparisons were raised between the funding approach of NSF and ALA/libraries. Members noted that ALA/libraries should “shoot for the moon” when approaching legislators who tend to see high priced items as more valuable. This discussion caused **Funding** to rate the highest number of votes and to be rated the most important for development of policy by ALA. Most workshop participants saw funding as essential for the accomplishment of any of the other policy issues. Copyright, control of digital assets, management of digital content, and preservation also received high votes.
- ❖ Group members urged ALA to take a strong stand in its policy statements on mass digitization and its impacts on libraries and museums.
- ❖ Although Equity of Access, the group I led, did not rank high in votes, all members agreed that access was very important. I stated during the Sunday discussion that having all information digitized would be great but useless without easy and known means of access by general users. The group agreed to the point but felt that ALA policy needed to focus first on the major issues of funding, copyright, control of digital assets, management of digital content, and preservation.
- ❖ Liz Bishoff and the steering committee stated that workshop members will receive a copy of the update of the working draft in a few weeks. The ALA steering committee will draft policies based upon the work of the Chicago group.

Suggestions for AASL action and follow-up:

- ❖ I would suggest that the AASL Director and President contact ALA members of the steering committee or workshop attendees known to them (see attached list).
- ❖ I will forward to AASL any information that I receive.
- ❖ Although most of the policies suggested relate more to universities and large institutions, I would suggest that AASL urge school library media teachers to consciously consider the importance of archiving local, unique digital content. School librarians should increase their awareness and use of the content being digitized on a mass scale by universities. These archives, digitized preservation of the historical record, offer unique opportunities for learning by students of all levels. School librarians should take a vested interest in maintaining fair use of materials and free use of digitized archives for curriculum development. School librarians can help develop lessons that increase the use of the digitized content.

- ❖ AASL should support efforts by museums and university libraries to increase open access to digitized content and to limit the amount of digitized content that is privatized or accessible only through proprietary systems governed by commercial ventures.

I will be happy to provide additional information and answer questions about this report or the workshop.

Respectfully submitted,

Carolyn Karis
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415-626-2919 X528

<p style="text-align: center;">Digital Content & Issues for Libraries Workshop Hilton Chicago O'Hare Names of Attendees</p>
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- | | |
|-----------------------------------|------------------------------|
| 1. Margaret Maes Axtmann | 17. Diane McCutcheon |
| 2. Lynn Berard | 18. Patrice McDermott |
| 3. Howard Besser | 19. Kathy Mitchell |
| 4. Liz Bishoff | 20. Tom Moritz |
| 5. Julie Blixrud | 21. Jim Neal |
| 6. Kristine Brancolini | 22. Michelle Newberry |
| 7. Denise Troll Covey | 23. Joyce Ray (late arrival) |
| 8. Karen Coyle | 24. Carrie Russell |
| 9. Nancy Davenport (late arrival) | 25. Sherrie Schmidt |
| 10. Carla Funk | 26. Brian Schottlaender |
| 11. Ken Hamma | 27. Gloriana St. Clair |
| 12. Carolyn Karis | 28. Jeff Ubois |
| 13. Suzanne Lodato | 29. Rick Weingarten |
| 14. Silvia Lovato | 30. Ann Wilkens |
| 15. Carrie Lowe (Absent/ III) | 31. Tom Wilson |
| 16. Clifford Lynch | |

Note: there may have been other persons in attendance but formal introductions were not part of the meeting agenda.



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Topic: Resolution on Balanced Representation

Background: The attached resolution was approved by the AASL Board of Directors at the 2006 Midwinter Meeting for submission to the ALA Council. Based on the advice of the Division Councilor, Terri Kirk, the submission was delayed to allow the division time to reevaluate its strategy and build support from other units and individuals. At the 2006 Midwinter Meeting, President Linda Williams along with President-elect Cyndi Phillip and Past President Dawn Vaughn, met with ALA President-elect Leslie Burger to discuss the ALA appointments process. At their spring meeting in April, Leslie Burger presented the attached proposal to the ALA Executive Board. Given the progress made in raising the issue of balanced representation on ALA committees, the Executive Committee recommends that the "Resolution on Balanced Representation" not be moved forward at this time.

Action Required: Discussion/Decision

Whereas, The American Library Association is made up of a diverse population of librarians and

Whereas, The members of the American Library Association work represent a variety of specific types of libraries, including academic, public, school, and special libraries and

Whereas, There are over 13,000 academic and college librarians, 10,000 school librarians, and almost 10,000 public librarians as current members of ALA and

Whereas, Committees who make key decisions for the association and its variety of types of libraries such as the Budget Analysis and Review Committee, Committee on Legislation, and the Public Awareness Committee do not have a balanced from types of libraries among committee members, and

Whereas, The President Elect of the American Library Association appoints the key ALA committee members in consultation with the Committee on Committees

Resolved

The President Elect of the American Library Association be directed to ensure that appointments to key ALA committees, specifically those identified, will include a balanced representation on each committee of the types of libraries represented within the membership of the American Library Association

Resolved

That ALA Governance Office monitors committee composition on an annual basis and make this information available.

Terri Kirk, XXX-XXX-XXXX

Elaine Didier, seconded



EBD #7.7
2005-2006

TO: ALA Executive Board

FROM: Leslie Burger
President-elect

RE: ALA Committee Appointments

DATE: April 7, 2006

Overview

Each year the ALA President-elect faces the daunting task of making committee assignments in consultation with the ALA Committee on Committees and the Committee on Appointments and the assistance of the ALA Office of Governance staff. Potentially, this is an opportunity to increase member participation in the association, develop new leaders, and continue the work of the association.

Having just completed the committee appointment process for 2006-2007, I would like to share a few observations about the current appointment process as well as several ideas for how we might streamline the process and increase member participation.

The Issues:

Several issues emerged during the appointment process this year. I suspect these are not new issues for any of those who have served as president-elect.

- **The appointment process is cumbersome on a number of levels.** The Committee on Appointments, consisting of the president-elects of each division and the president-elect, is responsible for appointing people to the association-wide committees. The Committee on Appointments recommends names to the president-elect and discusses committee appointments but has no veto power. The Committee on Committees, elected representatives of Council, is responsible for making appointments to Committees of Council. This committee acts as a committee of the whole. During the appointment process, the president-elect and ALA Office of Governance is juggling two sets of appointments without a database management system that makes it easy to differentiate between volunteers for council or association committees, permits easy sharing of data, and allows for a searchable database.
- **The Committee recruitment process is flawed.** Invitations to volunteer for committees are issued shortly after the annual conference with a deadline of early December. The volunteer form appears on the ALA website, in American Libraries, AND > > > . Many people do not start to think about committee appointments until they attend the Midwinter Meeting by which time it is too late to volunteer for a committee assignment. Committee volunteers are skewed towards academic librarians who seek appointments to meet tenure requirements. Many potential volunteers spend their time on divisional or roundtable level where they perceive they may have an easier time of getting an appointment or making a difference.
- **There is a perception that ALA committee appointments are difficult to get** or that you must be in the ALA "inner circle" to secure an appointment.



- **There is an imbalance in the proportion of volunteers for committees.** Committees perceived to have more prestige (legislation, intellectual freedom, international relations) have an abundance of volunteers while others (COO, Policy Monitoring, Constitution and Bylaws) suffer from a dearth of volunteers.
- **ALA Office of Governance lacks the technology necessary to manage the committee volunteer process effectively.** From the moment when applications are submitted until the appointment is made and confirmed there are potentially hundreds of names that come in to the office. The lack of an effective database makes it difficult for the president-elect to manage the volume of volunteers and to sort through preferences.

Recommendations

The following recommendations are intended to streamline the committee appointment process and increase the potential pool of volunteers.

- **Develop a marketing plan and communication plan to increase the volunteer pool for ALA and Council Committees.** Place the call for volunteers in more venues (listservs, blogs, wikis, ala website, *American Libraries*, *Library Journal*, division newsletters/publications, etc) to reach a broader audience. Ask the president-elect to write a column in *American Libraries* calling for volunteers. Demystify the committee appointment process.
- **Actively solicit volunteers from division and roundtables.** Division and roundtable past leaders are ideal candidates for association-wide committees. We need to develop a specific method for identifying these leaders by working in partnership with the divisions to identify past leaders. Develop a nomination form in each division that offers opportunities to volunteer for division as well as ALA committees.
- **Host a committee recruitment forum at the Annual Conference and Midwinter Meetings.** Ask each committee to designate a representative to talk about the committee's work at this meeting. Clarify the expectations for committee chairs and members.
- **Increase accountability among committees.** The president-elect should issue a charge at the beginning of each association year to each committee chair. Committee chairs should complete a committee report by July 15 of each year to summarize accomplishments, identify continuing issues, and recommend appointments.
- **The Committee on Organization or a task force of COO should undertake a systematic assessment of the current committee structure** with an eye towards updating committee charges, eliminating committees that may no longer be necessary and creating a process by which committees are scheduled for reauthorization every 5 years.
- **ALA should invest in software that will allow for the creation of a relational database** that allows the president-elect and staff to query database to obtain specific data. For example, a search to identify all members who served as divisional leaders from 2003 to 2006 or all members who received an MLS after 2000 or anyone who is interested in becoming a committee intern.



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Topic: Get Out the Vote Campaign

Background: For the second year, a subcommittee of the Board worked with staff to conduct a "Get Out the Vote Campaign." One of the Board subcommittee members suggested that the process for this activity be institutionalized. A brief report of the 2006 activities is included to inform your discussion. A lack of policies and/or procedures hampered the work of both the subcommittee and staff. Questions of what constitutes "endorsement" as well as what is allowable under ALA policy arose on several occasions. Another issue raised by the subcommittee was the extremely short timeline between appointment of a subcommittee at Midwinter and the opening of the polls. The Executive Committee recommends:

1. The GOTV campaign become a staff function
2. The Executive Committee review campaign strategies each year at its fall meeting and recommend changes.
3. The Bylaws and Organization Committee incorporate the ALA election guidelines into "Guidelines for Participation in AASL Elections."
4. The Bylaws and Organization Committee codify the past practice of identifying members of the youth divisions who are running for ALA office as well as defining what is involved in "identification." (Past practice has been that identification should be limited to a listing on the website with a link to biographical information.)
5. The website should continue to carry a statement that the ALA candidates are personal members of AASL and that names are provided for informational purposes only and implies no endorsement of the candidates.

Action Required: Discussion/Decision



Get out the Vote 2006 Board Subcommittee Report

Subcommittee Members:

Cassandra Barnet, Sara Kelly Johns, Floyd Pentlin

Subcommittee Responsibilities:

- Write a campaign timeline and action plan.
- Review 2005 postcard and suggest changes/additions to the wording.
- Compose the content and schedule of emails to be broadcast, keeping in mind that the information will also appear in Hotlinks at the beginning of the month.
- Compose an email to the Regional Directors and Directors-Elect advising them of the availability of AASL member lists for Affiliate presidents.

Subcommittee Accomplishments:

Task	Completed Date	Responsibility
List of election bullet points composed for March/April <i>Knowledge Quest</i> .	02/19/06	Composition - Get out the Vote Board Subcommittee members Execution – <i>Knowledge Quest</i> Editor, Marketing Specialist
Email sent to the Regional Directors and Directors-Elect advising them of the availability of AASL member lists for Affiliate presidents	Sent 03/01/06	Composition - Get out the Vote Board Subcommittee members Execution – Program Coordinator, Governance
"Get out the Vote" reminders in March and April <i>Hotlinks</i>	Sent 03/02/06 Sent 04/02/06	Composition - Communications Specialist Execution – Communications Specialist
Postcards sent to all AASL personal members	Postcards timed to drop the latter half of the week ALA polls opened.	Composition - Get out the Vote Board Subcommittee members Execution – Program Coordinator, Governance
Email sent to Directors-Elect with attachment to forward to affiliate groups encouraging AASL members within group to vote.	Sent 04/04/06	Composition - Get out the Vote Board Subcommittee members Execution – Program Coordinator, Governance
"Last minute" email blast sent to AASL personal members.		Composition - Communications Specialist/Get out the Vote Board Subcommittee members Execution – Communications Specialist



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- Topic:** Online Communities Guidelines
- Background:** The Bylaws and Organization Committee was asked to develop draft guidelines to govern AASL's use of the online communities software.
- Action Required:** Discussion/Approval

AASL Online Communities Guidelines

AASL Bylaws and Organization Committee

Spring 2006

1. Uses of AASL Online Communities
 - as a tool for established AASL Committees and other groups in conducting their work (governance type)
 - as a tool for AASL sections in communicating to their members (governance type)
 - as a means for AASL members interested in pursuing a topic of interest to communicate as a group (topical type)

2. Policies relating to all user groups
 - a leader/moderator is required for each community
 - it is recommended that all leaders/moderators complete ALA training in the use and procedures regarding the operation of the community and their role as leader of the community
 - AASL communities are for AASL members only; they are considered a feature of membership
 - all online communities must conform to any legal requirements established by ALA
 - AASL online communities are intended for those members dealing with school library media issues
 - the AASL Online Communities administrator determines what the leader/moderator and participants must know in order to participate and arranges for necessary training and/or information packets

3. Procedures for establishing a “governance” AASL Online Community
 - a committee/taskforce chair or section leader and members of that group collectively decide they would benefit from and utilize this communication tool
 - the leader contacts the Online Communities administrator – AASL Communications Specialist – to set up the community and arrange for necessary training
 - once the leader’s training has been completed, AASL Communications Specialist activates the community
 - the leader then contacts members of the group that the online community is now operational and provides them with information needed in order to participate in the community
 - the AASL Online Communities administrator and the ITTS department will support the leader/moderator in issues of use and technical questions
 - the leader/moderator oversees the use of the online community and serves as the contact point for concerns/questions/directions on its use from

members of the group (i.e. the AASL Online Communities administrator is not continually fielding questions from all users!)

4. Procedures for establishing a “topical” AASL Online Community
 - an announcement is made to the general AASL membership that the establishment of an online community is possible for self formed member groups, including requirements for that establishment
 - the announcement includes who to contact, what is involved in the operation of a community, the requirement that the group have an individual to serve as leader/moderator who is responsible for being trained and overseeing the group, the need for a defined purpose, and the requirement that the group deal with issues related to school library media programs.
 - interested individuals who desire to lead such a group recruit a minimum of 25 individuals who agree to participate and agree on a statement of purpose and how the group will meet that purpose.
 - the leader contacts the AASL office to begin the process of establishment, providing AASL with the names of the leader and initial participants and with a description of the proposed group, including a statement of purpose.
 - training is arranged for the designated leader/moderator and when completed, the community is established
 - the leader/moderator takes responsibility for getting the initial group started and determining that they have the information/training they need to participate
 - AASL through its normal communication channels will make the existence of the community known to the AASL general membership, including instructions and information on how to join.
5. Criteria for closing down an online community:
 - if there is no activity with a 6-month period, the group will be advised that it will be shut down within one month unless the group gives evidence of the need/interest in continuing to the AASL Online Community administrator
 - communities for whom a gap in activity would logically be greater than six months may petition the AASL administrator for a longer period of approved inactivity
 - the AASL Board determines that the group’s activities are not in the best interests of the association
6. Issues for further study
 - other AASL policies should be reviewed to see if they have elements that might be included in these guidelines.



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Topic: Distinguished School Administrator Award

Background: In the twenty-year history of this award, recipients have been principals, superintendents and assistant superintendents. This year the only nominations were district library media supervisors. Since nothing in the current guidelines restricts eligibility in terms of that specific job description, the award subcommittee selected one of the two nominees.

The Executive Committee recommends that the Awards Committee revise the eligibility requirements to reflect the intent of the award to honor administrators outside the school library media field.

Action Required: Discussion/Decision

**Distinguished School Administrators Award
Sponsored by ProQuest**

Established in 1985, the \$2,000 award honors a school administrator who has made worthy contributions to the operations of an exemplary school library media center and to advancing the role of the school library media center in the educational program. Nominations must be made by AASL personal members.

PURPOSE

- To honor those administrators who, through individual leadership and sustained effort, have made worthy contributions to the operations of effective school library media services and to advancing the role of the school library media services center in the educational program.
- To recognize the responsible and influential role of the school administrator in developing successful school library media programs.
- To stimulate planning, implementing and support of the library services which are essential to a meaningful educational program.

ELIGIBILITY

State, county or district school superintendents and building principals, currently in administrative office and directly responsible for a school or group of schools at any level, are eligible for nomination. District administrators responsible for broad instructional leadership such as assistant superintendents, directors of curriculum and instruction and directors of elementary and/or secondary education are also eligible.

THE NOMINATION PROCESS

1. The individual making the nomination must be a personal member of AASL.
2. At least two supporting letters of reference must accompany the application form. The reference must substantiate that the administrator is an advocate for school library media programs and supports the central role of school library media professionals in developing effective school library media programs. These letters must be submitted by:
 - a. School library media specialists and district library media supervisors.
 - b. State, district and local library media organizations.
 - c. State, district and local education associations.
 - d. State school library supervisors.



- e. School library education instructors and agencies in colleges and universities.
- f. Associations of school administrators.
- g. Local school board members.

**GUIDELINES FOR AWARD NOMINATIONS
NOMINATIONS MUST INCLUDE:**

1. A statement of the nominee's outstanding and sustained contribution toward furthering the role of the library and its development in elementary and/or secondary education emphasizing:
 - a. Administrative leadership and effort.
 - b. Contribution to the concept of effective school library media services.
 - c. Success in interpreting the role of the school library in the educational program.Supportive data must be included in the text of the statement in narrative or tabular form. References to publications and speeches must be documented in footnotes. PLEASE DO NOT SEND SEPARATE SUPPORT MATERIAL. SUCH MATERIALS WILL NOT BE CONSIDERED BY THE COMMITTEE. (Limit: two [2] typewritten pages.)
2. The nominee's personal interpretation or statement of library philosophy, which may include quoted material from school board minutes, written school policy, public speeches, published articles or other resources. APPENDIX MATERIALS WILL NOT BE CONSIDERED. (Limit: one [1] typewritten page.)
3. Describe the school system and the community served, using statistical data such as number and size of schools, average per pupil expenditures for library materials per year, number of school library media specialists and support staff. (Limit: one [1] typewritten page.)
4. Describe the library situation at the time the nominee began the program and contrast it with the current situation. Indicate if system-wide centralized processing of school library materials and consultant services by a professional school library supervisor are available. Compare and contrast the current and past state of library development within the local situation with that throughout the state where the school district is located. (Limit: one [1] typewritten page.)
5. Make a clear statement of current commitments and future plans for the improvement of school library services. (Limit: one [1] typewritten page.)

Nomination forms can be obtained through the school library media supervisors or consultants in the various state education agencies or the headquarters of the American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611-2795.

Nominations as submitted become the property of AASL. Please do not include any materials not requested in the application form. Appendix materials will not be considered. The Committee reserves the right to request additional information from state and/or area persons active in school media operations.

If, in the opinion of the awards jury, no worthy candidate is identified, it may exercise discretionary powers and recommend that no citation be awarded.



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- Topic:** Report from the Affiliate Assembly Chair
- Background:** At the second Board meeting at each Annual Conference, the Chair of the Affiliate Assembly is invited to give a brief report of the concerns that the Affiliate Assembly will be forwarding to the Board.
- Action Required:** Discussion/Decision



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Topic: Report from the Standards and Guidelines Review Task Force

Background: At the 2006 Midwinter Meeting, the AASL Board approved the appointment of a task force "to review current standards/guidelines for school library media programs (National Information Literacy Standards for Student Learning and Information Power II) to determine the need for new, revised, or updated standards/guidelines." A report from the task force is included for discussion and planning purposes.

Action Required: Discussion/Decision



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Topic: Adoption of FY 06 Budget

Background: The final phase of the ALA budgeting cycle is official adoption of the budget at the Annual conference. This process includes final adoption of division budgets by each Board of Directors. The budget cycle for each fiscal year begins at the fall Executive Committee Meeting when the Executive Committee, acting as the Budget and Finance Committee, sets broad budget goals based on program needs as defined in the Strategic Plan.

The budget is prepared by the Executive Director during the month of December and then undergoes internal review by a panel of senior ALA managers in March. In early May, the budget is submitted to the ALA Budget Analysis and Review Committee (BARC) for their approval.

Documents include a Budget Overview, which addresses elements required by ALA's Office of Planning and Budget, as well as numerical trend data, a budget summary by project, and budget detail by project.

Any modifications/additions to the proposed budget must be made at this meeting. The FY07 budget cycle begins Sept. 1st of 2006 and goes through Aug. 31st of 2007. Please note that the FY07 budget is a deficit budget, normal for a non-conference year.

Action Required: Discussion/Adoption of the Budget



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Topic: NCATE Board of Examiners (BOE) Appointment (Closed)

Background: Two terms for ALA Representatives on the NCATE Board of Examiners will end in July 2006. AASL received 19 vitas that were forwarded to the NCATE Coordinating Committee for their consideration. The NCATE Committee was asked to rank order their top five recommendations. Following approval by the AASL Board, these names will be forwarded to the ALA Executive Board. Final approval of all NCATE appointments rests with the ALA Executive Board.

Qualifications for the BOE

Member organizations nominate board members on the basis of demonstrated expertise in professional education, teaching, research, and/or evaluation.

As BOE visits are intensive and often involve long hours, nominees should have the stamina to participate fully. The nominating agency must assure that the nominee is aware of the time commitments required for service on the BOE. The nominee should assure that his/her employer is willing to grant the appropriate time (e.g., release, contractual, professional) to accept BOE assignments.

BOE members are initially appointed to three-year terms. They undergo intensive training in the application of NCATE standards and in the conduct of an accreditation review. The performance of team members and the chair is evaluated by the institution and by other team members following each on-site review. In addition, the UAB evaluates the quality of BOE team reports. This information is included in the record of each member of the BOE. At the expiration of a member's term, NCATE reviews the performance evaluations and makes a recommendation to the constituent organization for either reappointing the member to another three-year term or replacing the member. Members may be reappointed for a second three-year term and reappointed for additional terms after participation in another training session. (Taken from <http://ncate.org/boe>.)

More information regarding this appointment will be available on site.

Action Required: Discussion/Decision



American Association of School Librarians
Annual Meeting 2006
New Orleans, Louisiana
June 22-28, 2006

Topic: NCATE Board of Examiners (BOE) Appointment (Closed)

Background: Two terms for ALA Representatives on the NCATE Board of Examiners will end in July 2006. AASL received 19 vitas that were forwarded to the NCATE Coordinating Committee for their consideration. The NCATE Committee was asked to rank order their top five recommendations. Following approval by the AASL Board, these names will be forwarded to the ALA Executive Board. Final approval of all NCATE appointments rests with the ALA Executive Board.

Qualifications for the BOE

Member organizations nominate board members on the basis of demonstrated expertise in professional education, teaching, research, and/or evaluation.

As BOE visits are intensive and often involve long hours, nominees should have the stamina to participate fully. The nominating agency must assure that the nominee is aware of the time commitments required for service on the BOE. The nominee should assure that his/her employer is willing to grant the appropriate time (e.g., release, contractual, professional) to accept BOE assignments.

BOE members are initially appointed to three-year terms. They undergo intensive training in the application of NCATE standards and in the conduct of an accreditation review. The performance of team members and the chair is evaluated by the institution and by other team members following each on-site review. In addition, the UAB evaluates the quality of BOE team reports. This information is included in the record of each member of the BOE. At the expiration of a member's term, NCATE reviews the performance evaluations and makes a recommendation to the constituent organization for either reappointing the member to another three-year term or replacing the member. Members may be reappointed for a second three-year term and reappointed for additional terms after participation in another training session. (Taken from <http://ncate.org/boe>.)

More information regarding this appointment will be available on site.

Action Required: Discussion/Decision



American Association of School Librarians
Annual Meeting 2006
New Orleans, Louisiana
June 22-28, 2006

Topic: ALA Representative to NCATE Appointment (Closed)

Background: The term of the ALA/AASL representative to NCATE will end on June 30th. The NCATE Coordinating Committee was asked to forward two names of individuals qualified and willing to serve. Following approval by the AASL Board, these names will be forwarded to the ALA Executive Board. Final approval of all NCATE appointments rests with the ALA Executive Board.

The professional associations that comprise NCATE appoint representatives to NCATE's boards who are qualified, by education and experience, in their fields; affiliations and professional qualifications of board members are available to the public upon request, under terms described in NCATE's policies on dissemination of information. All governing board members are trained by the agency on its standards, policies, and procedures, including the processes for revision and establishment of policies, and the policies for making—as applicable—accreditation and preaccreditation decisions; decisions on state partnership applications; and decisions on applications for the recognition of program standards. Required, formal training for new members on each board takes place on an annual basis, for a half day or a full day before the fall board meetings. Additional training sessions may be held for board members on an as-needed basis.

The terms of appointment of all representatives to NCATE are for three years except for special cases which are controlled by the governance documents of a constituent member or in the case of appointees to unexpired terms. Regular terms begin on July 1 and end on June 30.

More information regarding this appointment will be available on site.

Action Required: Discussion/Decision



American Association of School Librarians
Annual Meeting 2006
New Orleans, Louisiana
June 22-28, 2006

Topic: IFLA Appointments (Closed)

Background: Each year, ALA units are asked to recommend individuals to serve on committees of the International Federation of Library Associations (IFLA) related to the unit's area of responsibility. Previously, AASL has been asked to recommend individuals for the School Libraries and Resource Centers Committee. This year AASL was also asked to recommend an individual for the newly formed Information Literacy Committee. Recommendations for this committee will rotate with ACRL. The International Relations Committee was asked to forward at least one name for each of these committees. Following approval by the AASL Board, these names will be forwarded to the ALA Executive Board. Final approval of all IFLA appointments rests with the ALA Executive Board.

Action Required: Discussion/Decision



American Association of School Librarians
Annual Meeting 2006
New Orleans, Louisiana
June 22-28, 2006

Topic: ALA Policies /Operating Agreement

Background: ALA is governed by a Constitution and Bylaws. Article VI., Sec. 1. (a) establishes the role of divisions within the association. "The Council of the American Library Association shall be the governing body of the Association. The Council shall delegate to the several divisions of the Association authority to plan and carry out programs and activities within assigned fields of responsibility and in accord with general Council policy."

The relationship between ALA and its divisions is further defined by specific ALA policies including Policy 6.4, commonly known as the operating agreement. "Recognizing the significant contribution, resources, and expertise of its Divisions, ALA delegates to each Division the authority and responsibility to represent the Association in designated areas. Each Division provides unique programs and services to its members, to all members of the Association, to the profession of librarianship, to the broader educational community, and to the public at large."

Council has approved that following statement of responsibility: AASL has specific responsibility for: planning of programs of study and services for the improvement and extension of library services in elementary and secondary schools as a means of strengthening the educational program; evaluation, selection, interpretation and utilization of media as it is used in the context of the school library media program; stimulation of continuous study and research in the school library media field and to establish criteria of evaluation; synthesis of the activities of all units of the American Library Association in areas of mutual concern; representation and interpretation of the need for the function of school libraries to other educational and lay groups; stimulation of professional growth, improvement of the status of school librarians, and encouragement of participation by members in appropriate type-of-activity divisions; conduct activities and projects for improvement and extension of service in the school library media center when such projects are beyond the scope of type-of-activity divisions, after specific approval by the ALA Council.

Roles of Key Parties to operating agreement (ALA Policy 6.4)

Division Boards: identify problem areas and issues; initiate actions necessary for revisions; work with Division staff and other Divisions as appropriate to explore problems and solutions; make recommendations to BARC to initiate revisions.

BARC: identify problem areas and issues; communicate information concerning the operating agreement through PBA to Council and to ALA at large; work with Division leaders and ALA management to recommend solutions and consequent revisions to operating agreement.

ALA Management: identify problem areas and issues and work with the Division Executive Directors to explore problems and solutions. Review policies and make recommendations as appropriate to BARC and Executive Board.

Division Executive Directors: identify problem areas and issues and review as appropriate with management and Division Boards.

Action Required: Discussion/Decision