

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: AASL 2005 Nominating Committee Report

Background: “The Nominating Committee shall present the slate of candidates for approval by the AASL Executive Committee.”
AASL Bylaws, Article V, Section 3

The following slate was approved by the Executive Committee at its fall meeting in October.

Action Required: Discussion

POSITION	TERM	CANDIDATE 1	CANDIDATE 2
President-elect	3	Gail Dickinson	Cyndi Phillip
Treasurer	3	Walter Betts	Dennis LeLoup
Member-at-Large	2	Dee Gwaltney	Allison Kaplan
Region I	4	Marilyn Joyce	TBD
Region III	4	Carl Harvey	Karen Lemmons
Region IV	4	Martha Taylor	Nancy Dickinson
Region VI	4	Diane Hughes	Dr. Barbara Ray
Region VII	4	Annie Weissman	Robbie Nickel
ELMSS Chair-elect	1	TBD	TBD
ELMSS Secretary	1	TBD	TBD
ELMSS Sec. Rep.	3	TBD	TBD
ISS Chair-elect	1	Carolyn Hilles	Pat Moser
ISS Secretary	2	Doris Baron	Marie Amy Patterson
SPVS Chair-elect	1	Steve Baule	Linda Corey
SPVS Secretary	2	Jacqueline Rose	TBD

Committee: AASL Nominating Committee

Members: Bonnie Grimble, Chair
Carolyn Giambra
Lee Gordon
John McGinnis

Committee Function Statement:

- To prepare the annual slate for the AASL ballot;
- To recommend AASL members to run for all available, open offices and positions;
- To organize and conduct the AASL candidate’s forum at the ALA Midwinter meeting.

Minimum Intended Outcomes:

- To fill all available positions;
- To post candidates photos and statements, with assistance from the national office, on the AASL website as well as placing candidate information in *Knowledge Quest*;
- To submit a written report and a slate of candidates to the AASL Board for the Midwinter meeting.

Accomplishments:

The Nominating Committee secured candidates for the following positions:

President-Elect	1 year
Member-at-Large	2 years
Treasurer	3 years
Regional Director-Elect	4 years
Regions I, III, IV, VI and VII	

Section candidates include:

ELMSS Section Representative	3 years
ELMSS Chair-Elect	1 year
ELMSS Secretary	1 year
ISS Chair-Elect	1 year
ISS Secretary	2 years
SPVS Chair-Elect	1 year
SPVS Secretary	2 years

The Nominating Committee began soliciting potential candidates for the President-Elect and Member-at-Large positions immediately after we were appointed to the committee. We attended the All Committee Meeting at the Annual Conference and meetings at Midwinter to solicit candidates. A Nominating Committee member also attended the Affiliate Assembly to solicit names.

Each region with an open Director-Elect position was asked to recruit candidates and suggest those names to the Nominating Committee. Section chairs were asked to submit their slates to the committee and/or the AASL office liaison.

As is the custom, letters are sent to all candidates from the AASL office notifying them they were on the slate of nominations. Candidates are informed the slate must be approved by the AASL Board of Directors at Midwinter.

The Nominating Committee will conduct the Candidate's Forum at the Midwinter gathering.

Recommendations:

Region Directors and Section leaders play a key role in helping to fill the slate of candidates. It's critical that they be actively involved in finding potential names for the Nominating Committee to contact. We found it beneficial for Nominating Committee members to speak first-hand at an AASL Board meeting and the Affiliate Assembly meeting to solicit names. It is also helpful for the Nominating Committee to attend the All Committee meeting and ask for assistance in securing candidate names.

AASL Board of Directors

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- Topic:** Candidates for AASL Sections
- Background:** AASL currently has three sections: Educator's of Library Media Specialists (ELMS), Independent Schools (ISS), and Supervisor's (SPVS). The current election slate contains no candidates for the ELMS Section. The same situation occurred last year with the Supervisor's Section. The Board needs to discuss the current lack of candidates and the continuing viability of the current sections.
- Action Required:** Discussion and Decision

AASL Board of Directors

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Topic: Expanding Influence Within ALA

Background: The number of appointments of school library media specialists to ALA committees by the current ALA president was a topic on the Executive Committee fall 2001 agenda. Helen Adams requested that the Executive Committee discuss strategies for increasing the number of appointments and methods of monitoring the outcome. Since that time, this conversation has broadened to include AASL's overall positioning within ALA. The following document was presented and discussed at Annual 2002. At the 2004 Annual Conference, an ad hoc committee was appointed to monitor AASL's progress and report back at Annual Conference 2005. Elizabeth Haynes, Alison Almquist and Elaine Twogood make up the group.

Candidates for ALA president are posted at the link below. Candidates for ALA Executive Board are listed in the attached document. Neither "slate" contains a school library media specialist. Please note that ALA presidents and treasurers are elected by the membership whereas other ALA Executive Board members are elected from Council.

The candidates for president will address the Board on Saturday, see the following link for information:

http://www.ala.org/ala/ourassociation/governanceb/electioninfo/ala_electioninfo.htm

Action Required: Discussion

STRATEGIES FOR EXPANDING INFLUENCE OF AASL WITHIN ALA

- 1) Establish areas of interest and benchmarks for AASL within ALA.
- 2) Send selected AASL publications and statements to the ALA Executive Board.
- 3) Recommend to the ALA President AASL member leaders for appointment to ALA committees, task forces and special groups. Additionally recommend candidates for ALA Council and ALA offices to the ALA nominating committee.

- 4) The activity of AASL appointees should be monitored periodically to their ALA responsibilities are being carried out.
- 5) Schedule joint AASL and ACRL Executive Committee meetings and encourage ongoing informal communications regarding mutual concerns.
- 6) Schedule a meeting with PLA Executive Committee to explore holding a joint pre-conference program or institute on such topics as school/public library cooperation, 1st amendment rights for children and young adults.
- 7) Establish a planning mechanism for tracking progress the @your library campaign for school libraries.
- 8) Receive regular reports from AASL Councilor identifying ALA Council actions, issues, resolutions affecting school libraries, school library media specialists and AASL.
- 9) Prepare official AASL position statements on matters related to school libraries, school library media specialists, and AASL for the ALA Executive Board and ALA Executive Director.
- 10) Collaborate with YALSA and ALSC Executive Committees in matters affecting youth services, programs and issues, including appointments to ALA committees, candidates for ALA Council and ALA offices.
- 11) Invite the ALA Executive Board and especially the Board Liaison to the Youth Divisions to participate in Youth Council Caucus meetings.
- 12) Advise AASL members of opportunities to increase participation in ALA activities through self-nomination for committees, council seats and awards and attendance at membership meetings.
- 13) Maintain statistics relating to AASL appointments to ALA committees, nominations for office, joint sponsorship of programs and projects, and media coverage of school libraries and school library media specialists as well as AASL activities, awards, and special events in American Libraries. The Executive Committee will assign this responsibility to three volunteer Board members.
- 14) Ensure recognition of published works of AASL members in American Libraries, and in relevant in ALA division publications. The author(s) would be responsible for sending press releases to American Libraries.

**2004-2005 CD#11
(2005 ALA Midwinter
Meeting)**

REPORT OF THE ALA COUNCIL COMMITTEE ON COMMITTEES

In accordance with the Constitution Article VII, Section 1 and 2, Bylaws Article III, Section 6(c), and Policy 4.3, the Council Committee on Committees submits the following slate of candidates for the election by Council of **FOUR (4)** ALA Executive Board members. The first three candidates receiving the highest numbers of votes will be elected to three-year terms on the ALA Executive Board; their terms will begin at the 2005 Annual Conference and will end at the 2008 Annual Conference. The fourth candidate receiving the greatest number of votes will be seated immediately on the ALA Executive Board at the 2005 Midwinter Meeting to complete the unexpired one - and-one-half-year term (January, 2005 to June, 2006) of Michael Gorman, who was elected ALA President-Elect. Eight (8) names will appear on the ballot at the 2005 ALA Midwinter Meeting, along with the names of floor nominees. Council will be asked to vote for no more than four candidates.

2005 Nominees for the ALA Executive Board

VOTE FOR NO MORE THAN FOUR (4)

June Pinnell-Stephens
Collection Services Manager
Fairbanks North Star Borough Public Library
Fairbanks, AK

Francis J. (Fran) Buckley, Jr.
U.S. Superintendent of Documents (*Retired*)
Arlington, VA

Elizabeth (Betty) Acerra
ESL Teacher for Adults
Mexican Cultural Institute
New York, NY

Donna Dziedzic
Executive Director
Naperville Public Library
Naperville IL

Patricia H. (Pat) Smith
Executive Director
Texas Library Association
Austin, TX

Melora Ranney Norman
Coordinator of Outreach Services
Maine State Library
Augusta, ME

Edward (Ed) Erazo
Library Instruction Coordinator
University/College Library
Broward Community College
Davie, FL

Daniel O. (Dan) O'Connor
Associate Professor
Department of Library &
Information Science
Rutgers University
New Brunswick, NJ

AASL Board of Directors

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Topic: Affiliate Assembly Statements of Concern & Commendations

Background: At each Annual Conference, the Affiliate Assembly brings forward both concerns and commendations. Requested commendations were sent this fall. At the fall AASL Executive Committee meeting, each concern was reviewed and recommendations were made for further action or discussion. A grid showing each of these concerns is included. AASL president Dawn Vaughn will discuss action taken or recommended.

Action Required: Discussion of concerns and action steps.

AASL Affiliate Assembly Statements of Concern 2004

Statement of Concern	Action Requested
Library media specialists need guidance and materials to inform students and teachers regarding academic integrity, especially with regard to plagiarism made easier by technology.	We request that AASL create a toolkit to help school library media specialists create and implement an academic integrity policy and assist teachers in preventing plagiarism. This information should be posted on the AASL website.
Federal Education policy and initiatives, including NCLB and the Federal Technology Plan, do not specifically acknowledge the contribution of school library media specialists and school library media programs to student learning.	AASL and the ALA Legislative Office need to monitor federal legislation on all educational issues, especially as NCLB laws are modified. AASL should lobby for changes to NCLB including: <ul style="list-style-type: none">• That highly qualified librarians emphasize collaboration and connections to reading, are instrumental in teaching information literacy and technology skills, and meet state and national standards as confirmed in recognized library research studies.• Propose that school library media professional and paraprofessionals

	<p>are included in the list of school personnel that are required to be “highly qualified” under NCLB.</p> <p>We also request that there be monthly communication with the affiliates regarding actions taken on a federal level by AASL/ALA pertaining to educational and technology issues.</p> <p>AASL/ALA needs to monitor and work for the inclusion of school library media programs and professionals in the Federal Technology Plan.</p>
<p>The Affiliate Assembly requests a revision of the current position statement about reading literacy with guidelines for practicing school library media specialists.</p>	<p>Replicate the Fall Forum 2004 either by train the trainer model or by offering the conference in other regions. This might be suitable for an online resource model.</p>
<p>The language and content of standardized test should reflect the current professional practice and terminology. Some standardized test items is the outdated terminology of library skills and do not reflect integrated information literacy and critical thinking.</p>	<p>Identify and evaluate state and district standardized test audits that have been conducted to correlate Information Literacy standards with test items.</p> <p>AASL should investigate partnerships with such entities as FairPlay and Standards for Success and with major test developers to offer current vocabulary and practice in order to update invalid test items.</p>
<p>National Standards do not exist to identify individual exemplary school library media programs for the purpose of:</p> <ul style="list-style-type: none"> • Advocating for adequate funding and administrative support for school library media programs • Recognizing and validating exemplars and listing demonstration sites for preservice internships/practicums • Supporting the mentoring of new school library media specialists • Serving as a demonstration site for preservice education of administrators and teachers 	<p>Appoint a task force to develop an AASL “Information Power Stamp of Approval” recognition. The goal is designation as a national Information Power School. The application process should include support of Information Power standards as criteria and involve state affiliates in the certification process.</p> <p>The task force should be encouraged to use CISSL as a resource. One of the documents that should be used for the criteria should be the rubric in the Information Power Planning Guide.</p> <p>The application would be available only to AASL members and the process would not be onerous and lengthy. This is</p>

	<p>recognition, not an AASL award, and should not be confused with the SLMPY award. New York State's Electronic Doorway Library recognition could be used as a model. A school must reapply for exemplary status every five years.</p>
<p>Voter response in state, regional and national elections is very low.</p>	<p>STATE: AASL study of successful voter turnout strategies in high voting states. Disseminate this information to weaker voting states.</p> <p>REGIONAL: AASL Nominating Committee should consider careful selection of Director-Elect nominations in regions where large states dominate.</p> <p>NATIONAL:</p> <ul style="list-style-type: none"> • Devote KQ column to both ALA and AASL elections • AASL Hot Links – during the election season put voting as the #1 Hot Link • AASL should disseminate the % of voters that participate by state.

AASL Affiliate Assembly Statements of Commendation 2004

Program Event for Commendation	Reason for Commendation	Strategy for sharing program/event with Affiliate Assembly	Form of Commendation	Contact
Region II – Dr. Carol Kuhlthau and Dr. Ross Todd, founders of CISSL, the Center for International Scholarship in School Libraries	It is a resource for school librarians throughout the nation and the world as it brings together leading researchers and professionals who work together to create school libraries that spark learning in information-age schools.	CISSL Website and its mission and projects should be posted on the Affiliate Assembly Website as well as featured in AASL Hotlinks.	Certificate, Letter of Commendation.	Hilda Weisburg, New Jersey
Region II – Dr. Stephen Krashen	For his work in support of free voluntary reading which in turn supports all school library media programs.	N/A	Certificate, Letter of Commendation	Rosina Alaimo, New York
No School Left Behind @ Your Library: A tour of schools spotlighting inequities in facilities, funding and staffing.	N/A	N/A	Certificate, Letter of Commendations	Ann Dutton
OELMA (Ohio Educational Library Media Association) requests that the Ohio State Library be recognized for supporting through leadership and funding of LSTA dollars of the Ohio Research Study and a statewide video “Your school library: it’s all about learning”	N/A	AIME/OELMA Leadership Retreat	Certificate, Letter of Commendation	Joanna McNally, Ohio
Minnesota Department of Education Commissioner Cheri Pearson Yecke	Including library media staffing as an evaluation criteria on the state’s school “report cards”	Simple report. Action could be lobbied for by other affiliates in states that have similar report cards	Certificate, Letter of Commendation	Doug Johnson, Minnesota
Illinois Math and Science Academy 21 st Century	This program has developed numerous “portals,” learning modules and	Openly available to internet users	Certificate, Letter of Commendation	Leslie Forsman, Illinois

Literacy Grant Chairs.	discussion about how to most effectively use the resources available through the Internet. The program has offered numerous free continuing education opportunities for librarians and other school staff.			
Correlation documents: A project of the Indiana Department of Education with support from the Association for Indiana Media Educators	Because we believe that media and technology are not a separate curriculum, but rather tools that should be integrated into the content standards, Indiana did not draft separate standards for media and technology. Rather, each content area has been correlated with the Information Literacy Standards from AASL/AECT. In the last year, the committee has taken it a step further, and has correlated the standards with our statewide database – INSPIRE. The correlation documents provide teachers with a very visible connection to media, technology, and our statewide databases.	The correlations are posted for all to see on the Department of Education website.	Certificate, Letter of Commendation	Marge Cox, Indiana
Crossing the Borders: A Summer Leadership Retreat for Indiana (AIME) and Ohio (OELMA)	The value that forum has for network and sharing.	The agenda can be used as a model for other affiliates.	Certificate, Letter of Commendation	Carl Harvey, Joanna McNally

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Topic: Policy on Non-Profit Partnerships

Background: In June 2001, the AASL Board approved “Guidelines to facilitate decisions about Commercial Alliances with AASL.” The division receives numerous requests from not-for-profit groups yet it has no formal policies or guidelines governing collaborations or partnerships with these types of groups. At the 2004 Midwinter Meeting, President Fran Roscello appointed a sub-committee of the Board to develop a draft policy. The group presented a draft for approval at the 2004 Annual Conference; however, time did not allow for discussion. The two current Members-at-large will present the proposed policy for discussion.

Action Required: Review and discussion of the proposed policy

AASL Board of Directors

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- Topic:** Proposed Changes to ALA Intellectual Freedom Manual
- Background:** Executive Director Julie Walker sent an email dated 12/14/2004 to AASLLEAD with the proposed changes to the ALA Intellectual Freedom Manual attached. She asked that the Board members notify she or President Dawn Vaughn of any changes/or issues that should be discussed by the AASL Board. No concerns have been raised to date.
- Action Required:** Final opportunity for discussion of proposed changes.
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MEMORANDUM

- Date: November 10, 2004
- To: ALA Executive Board
ALA Council
ALA Division Presidents
ALA Council Committee Chairs
ALA Round Table Chairs
- From: Kent Oliver, chair, ALA Intellectual Freedom Committee
- Subject: Proposed Changes to Intellectual Freedom Policies in the *Intellectual Freedom Manual*

The Office for Intellectual Freedom is continuing to work with ALA Editions toward publication of the seventh edition of the *Intellectual Freedom Manual* by the 2006 Midwinter Meeting. In preparation for each new edition, the Intellectual Freedom Committee reviews all ALA intellectual freedom policies and distributes those with substantive changes to appropriate ALA units and liaisons for comments. To meet the publication schedule, the manuscript must be in the hands of Publishing Services by April 1, 2005. This mailing, then, is another step in this process.

Prior to the 2004 Annual Conference, the IFC distributed draft policies for review and comments. During the conference, the IFC reviewed the comments received, made appropriate revisions, and, on June 30, 2004, submitted the drafts of eight intellectual freedom policies to the ALA Council, which adopted them as amended.

(A summary of this process, as well as links to revised policies, can be found at <http://www.ala.org/ala/oif/statementspols/relatedlinksa/revisedifpolicies.htm>, “Revisions to ALA Intellectual Freedom Policies.”)

In its report to Council, the IFC noted that nonsubstantive changes (e.g., grammatical changes, *see* and *see also* references) would be made to several other policies, and that only three remaining policies, all *Interpretations* of the *Library Bill of Rights*, would be brought to Council at the 2005 Midwinter Meeting. Below are those policies, along with a summary of the revisions:

- “Access to Electronic Information Services and Networks.” Most revisions are suggested in consideration of the Children’s Internet Protection Act (CIPA) decision, as well as for clarity and emphasis. Other proposed changes are grammatical.
- “Access to Resources and Services in the School Library Media Program.” The American Association of School Librarians (AASL) Board reviewed a draft of the suggested revisions to this policy at the 2004 Annual Conference. The AASL Board asked that “school library media professionals” be replaced throughout with “school library media specialists,” and suggested additional revisions to the third paragraph to fully describe the purpose of a school library media collection. Other proposed changes are grammatical.
- “Statement on Labeling.” Revisions clarify the proper use of viewpoint-neutral directional aids. Other proposed changes are grammatical.

The draft revisions of these policies are attached. Deletions are struck through (e.g., ~~deletion~~); insertions are underlined (e.g., insertion).

We would appreciate your reviewing these policies prior to the 2005 Midwinter Meeting in Boston. All comments are welcome. If we receive few or no suggested changes, we anticipate bringing these policies to Council’s final meeting at Midwinter, on Wednesday, January 19.

Please send any comments on these policies prior to the 2005 Midwinter Meeting to Judith F. Krug, director, ALA Office for Intellectual Freedom, 50 East Huron Street, Chicago, IL 60611 (phone: 1-800-545-2433, ext. 4222; fax: 312-280-4227; e-mail: jkrug@ala.org, cc: dwood@ala.org).

Any comments you wish to make during Midwinter can be left at the OIF’s table in the ALA office area of the Boston Convention Center.

Thank you for your time and assistance. The committee looks forward to hearing comments on its suggested revisions to ALA’s intellectual freedom policies.

Attachment: Draft Revisions of Policies

cc: Keith Michael Fiels, ALA Executive Director
Mary Ghikas, ALA Senior Associate Executive Director
Donald Chatham, ALA Associate Executive Director, Publishing

Patrick Hogan, Editorial Director, ALA Editions
ALA Intellectual Freedom Committee
Division Executive Directors
Appropriate Staff Liaisons

Statement on Labeling

An Interpretation of the *LIBRARY BILL OF RIGHTS*

~~Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:~~

~~When labeling~~ Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library materials.

~~Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.~~

~~Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.~~

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language or themes of the material, or the background or views of the creator(s) of the material, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage or prohibit users or certain groups of users from accessing the material. Such labels may be used to remove materials from open shelves to restricted locations where access depends on staff intervention.

By contrast, viewpoint-neutral directional aids facilitate access by making it easier for users to locate materials that match their reading preferences or certain benchmarks of reading proficiency. Some examples would be shelf or

spine labels that indicate: genres within fiction, reading levels for children, adult literacy, English as a second language, or formats such as large print. The materials are housed on open shelves, and equally accessible to all users, who may choose to consult or ignore the direction aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes *proscriptive* rather than *descriptive*. When grade or reading levels are used to forbid access, the effect is the same as prejudicial labeling. When genre stickers seem to suggest moral or doctrinal endorsement, the effect on the rest of the collection is the same as prejudicial labeling.

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

Likewise, the ability for library users to access online resources using library computers does not indicate endorsement or approval by the library of those sites.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, Web sites, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other library-authored finding aids, or otherwise to endorse them would violate the *Library Bill of Rights*.

~~While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which that applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.~~

~~Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings—if~~

~~placed there by or with permission of the copyright holder—could constitute expurgation, which is also unacceptable.~~

~~The American Library Association opposes efforts which that aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.~~

~~Attempts made to adopt these systems into law may be unconstitutional. The library should seek legal advice regarding the law's applicability to library operations should such legislation be passed within its jurisdiction.~~

~~Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or destroying such ratings—if placed there by or with permission of the copyright holder—could constitute expurgation, which also is unacceptable.~~

~~Some find it easy and even proper, according to their ethics, to establish criteria for judging materials as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices.~~

~~The American Library Association opposes any efforts that result in closing any path to knowledge.~~

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council.

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Access to Electronic Information, Services, and Networks:

An Interpretation of the LIBRARY BILL OF RIGHTS

Introduction

~~The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues~~

~~being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual's rights.~~

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. ~~These rights extend to minors as well as adults¹. Libraries and librarians exist to facilitate the exercise of~~ protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

The American Library Association expresses these basic principles of librarianship in its *Code of Ethics* and in the *Library Bill of Rights* and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

Libraries empower their users by providing them with the information they want or need. To fulfill this responsibility, libraries must provide access to the broadest range of information. Electronic information, including the Internet, allows librarians to do this better than ever before.

Issues arising from ~~the still-developing technology of computer-mediated information generation,~~ digital generation, distribution, and retrieval of information need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people lack, ~~for reasons of technology, infrastructure, or socio-economic status do not have~~ access or capability to use electronic information effectively.

In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures, or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including *Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*.

Users should not be restricted or denied access for expressing or receiving constitutionally protected speech.

These rights extend to minors as well as adults (*Free Access to Libraries for Minors; Access to Resources and Services in the School Library Media Program; Access for Children and Young People to Videotapes and Other Nonprint Formats*). Information retrieved or utilized electronically is constitutionally protected unless determined otherwise by a court of law with appropriate jurisdiction. Users' access should not be changed without due process, including, but not limited to, formal notice and a means of appeal.

~~Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as subterfuge to deny users' access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library.~~

Libraries should use technology to enhance, not deny, access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by

policy, procedure, and practice in accordance with *Privacy: An Interpretation of the Library Bill of Rights*.

~~Users should be advised, however, that because security is technically difficult to achieve, electronic transactions and files could become public.~~

~~The rights of users who are minors shall in no way be abridged.~~

Equity of Access

The Internet provides expanding opportunities for everyone to participate in the information society, but too many individuals face serious barriers to access. Libraries play a critical role in bridging information access gaps for the disadvantaged, as well as ensuring that the public can find content of interest and apply the necessary skills to utilize information successfully.

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3 *Free Access to Information*; 53.1.14 *Economic Barriers to Information Access*; 60.1 *Minority Concerns Policy Objectives*; 61.1 *Library Services for the Poor Policy Objectives*). ~~It should be the goal of~~ All libraries to should develop policies concerning access to electronic resources ~~in light of that are consistent with ALA's policy statements, including *Economic Barriers to Information Access: an Interpretation of the Library Bill of Rights* and *Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*.~~

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal

guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. Libraries have an obligation to provide access to government information available in electronic format. ~~Libraries and librarians should not deny access to information solely on the grounds that is perceived to lack value.~~

~~In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically.~~

Libraries and librarians should not deny or limit access to electronic information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation.

~~Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction.~~ Furthermore, libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value.

The use of technological measures, such as filtering software, by libraries to block access to constitutionally protected information violates the *Library Bill of Rights*. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the *Library Bill of Rights*. If a library requires the use of a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information, and to ask for the technological measure to be disabled in its entirety. Minors also retain the right to access constitutionally protected information, and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information. Libraries and librarians should provide users with the means to unblock or disable the technological measure in a timely manner, in accordance with the First Amendment of the Constitution and the *Library Bill of Rights*.

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries (*Diversity in Collection Development*).

See Also: *Questions and Answers on Access to Electronic Information, Services and Networks: an Interpretation of the Library Bill of Rights*.

Adopted by the ALA Council, January 24, 1996

[ISBN: 8389-7830-4]

**Access to Resources and Services
in the School Library Media Program**

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media ~~professionals~~ specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry.

School library media ~~professionals~~ specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through

resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media ~~professionals~~ specialists cooperate with other individuals in building collections of resources appropriate to the needs, developmental, and maturity levels of students. These collections provide resources ~~which~~ that support the mission of the school district curriculum and are consistent with its philosophy, goals, and objectives ~~of the school district~~. Resources in school library media collections are an integral part of and support the curriculum, as well as represent diverse points of view on both current ~~as well as~~ and historical issues; they include resources to support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources ~~which~~ that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media ~~professionals~~ specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media ~~professionals~~ specialists implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

[ISBN 8389-7053-2]

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: NCATE Update

Background: In 2002, NCATE established a Technology/Media Standards Task Force “to examine the focus, alignment, and expectations of the education preparation standards of the various education technology media-related professional associations.” Based on concerns raised by the chair of the NCATE committee, Gail Dickinson, the ALA representative to NCATE, Pauletta Bracy, the President of the AASL Board, Fran Roscello and various ALA/AASL staff, a letter of complaint concerning the content of this report was sent to the NCATE Executive Board in March, 2004.

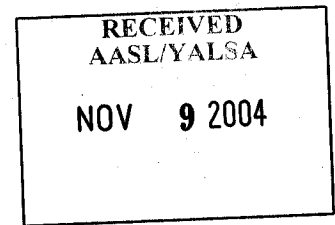
The AASL Board read and discussed this letter as well as other correspondence at the 2004 Annual Conference. It was the consensus of the Board that ALA/AASL continue to pursue the course outlined in the original letter of complaint. Subsequent correspondence is included here for your review.

At its meeting in October, 2004, the NCATE Executive Board took action on the complaint. Pauletta Bracy, ALA representative to NCATE and NCATE Executive Board member will address the Board regarding this decision.

Action Required: Discussion of the decision

November 3, 2004

Keith Michael Fiels
Executive Director
American Library Association (ALA)
50 East Huron Street
Chicago, IL 60611



Phillip Harris
Chief Executive Officer
Association for Educational Communications
and Technology (AECT)
1800 N. Stone Lake Drive, Suite 2
Bloomington, IN 47404

Dear Colleagues:

NCATE's Complaint Review Committee and Executive Board met on October 24 and 25, 2004. I write to inform you of the Board's decision on the long-standing dispute between ALA and AECT. As I have previously provided you with the materials prepared for our May and October meetings, I will not reprise the recent history of the controversy.

After reviewing the history, the Committee focused on a decision made by the Specialty Area Studies Board (SASB) in October 2001 and communicated by me to Phillip Harris in a letter dated October 24, 2001. That decision was to instruct AECT to use another designation in place of "library media specialist" in describing AECT Program Standards. The SASB had reached its decision as the result of its analysis of the substance of the standards which, in its judgment, paid insufficient attention to "librarianship." The Complaint Review Committee, not wishing to substitute its judgment for that of the Board charged with the review of program standards, accepted this decision as the basis of its own.

The Committee and the Board are well aware that AECT has not been happy with this finding. Indeed, the record shows that NCATE has tried informally but without success to find a solution that would be acceptable to ALA and AECT. The Board believes that the time has come to resolve the controversy once and for all. The Executive Board adopted the Committee's recommendation with one abstention:

The Executive Board directs the SASB to recognize the ALA/AASL program standards as NCATE's program standards for the preparation of school library media specialists since these standards delineate detailed expectations for librarianship, a not unreasonable expectation built into the title itself. Members of the public would have every reason to believe that professionals with the word "library" in their title would possess librarianship expertise.

This action is consistent with a prior decision by the SASB in October 2001, in reviewing AECT's then new rubrics that it "use another designation in place of 'library media specialist.'" AECT initially appealed that action, but the appeal was not pursued, apparently because of the subsequent creation of the Technology/Media Standards Task Force. The Board believes that, particularly in light of NCATE's new direct responsibility for program review, this matter should not be allowed to linger.

That said, the Board fully embraces the work and standards of AECT as relevant to the preparation of certain experts for work in the schools. Therefore the Board directs AECT to title its program standards, "educational communications and technology specialist" or a similar designation that does not include the word, "library." The Board believes this to be a fair and accurate summary of the knowledge and skills implicit in the standards. The Board also directs AECT to eliminate reference to the word "library" in its rubrics. Neither NCATE nor any other standard-setting organization believes that rubrics can introduce new concepts or ideas not explicit in standards; they are an aid to the interpretation of standards.

In reaching these conclusions, the Board is fully aware that NCATE does not control either state licensing decisions or district hiring decisions. However, the Board believes that the nomenclature more clearly communicates the expertise developed by the programs recognized according to the respective standards.

The Board has asked to be informed of the steps taken by AECT, a valued member of the NCATE coalition, to respond to this board resolution.

Cordially,



Arthur E. Wise

AEW/mam

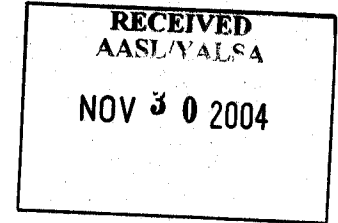


The Standard of Excellence
in Teacher Preparation

National Council for Accreditation of Teacher Education
Arthur E. Wise
President

November 24, 2004

Dr. Keith Michael Fiels
Executive Director
American Library Association (ALA)
50 East Huron Street
Chicago, IL 60611



Dear Keith:

I write to inform you that the Association for Educational Communications and Technology (AECT) has accepted the recommendations of NCATE's Executive Board initiated in response to ALA/AASL's letter to me of February 24, 2004. AECT has agreed to eliminate the use of the word "library" in the title of its program standards, to change the title to "Educational Technology/School Media Specialist Standards," and to delete the word "library" from its rubrics.

I believe that this satisfies the concerns raised in your letter. Thank you for helping to bring clarity to the titles and implied content of two sets of NCATE's program standards.

Cordially,

Arthur E. Wise

AEW/mm

CC: Pauletta Bracy
Mary Ghikas
Julie Walker✓

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

- Topic:** Request from Follett Library Resources (FLR)
- Background:** FLR is the sponsor of the School Library Media Program of the Year. The award currently stands at \$10,000 per year for each of three categories of winners: single school, small school district and large school district. In addition to the cash awards, FLR provides \$21,000 in administrative support for promotion of the award and site visits for the committee. In order to increase the number of eligible applicants, FLR is requesting that AASL consider changing the award categories.
- Action Required:** Discussion and Decision



RECEIVED
AASL/AALS
DEC 03 2004

December 1, 2004

Ms. Julie Walker
Executive Director
American Association of School Librarians
50 East Huron Street
Chicago, IL 60611-2795

Re: National School Library Media Program of the Year Award Categories

Dear Julie,

Thank you again for taking the time to meet with Chris Schubert, Sondra Ragusin, and me on November 4 to discuss recommended changes to the categories for the National School Library Media Program of the Year (NSLMPY) Award that Follett Library Resources and the American Association of School Librarians (AASL) co-sponsor.

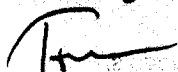
Currently, the three award categories are listed as: Large District (enrollment equal to or greater than 10,000 students), Small District (enrollment less than 9,999 students), and Individual School (includes single schools that exist as a school district). We would like the AASL Board to consider changing the award categories to one District Award and two Individual School Awards, with each award valued at \$10,000. Our basis for this recommendation is the relative size of the potential applicant pools for the current NSLMPY Award categories. With the highest percentage of potential applicants coming from the Single School category (as shown below), we feel this change will result in a more equitable distribution of the awards.

	<u>SY2004-05</u>	<u>SY2003-04</u>	<u>SY2002-03</u>
Large Public School Districts (10,000+)	1,084 1.07%	1,093 1.08%	1,098 1.09%
Small Public School Districts (under 10,000 with 2+schools)	9,692 9.54%	9,714 9.58%	9,709 9.62%
Single School	90,792 89.39%	90,625 89.35%	90,101 89.29%
Totals	101,568 100.00%	101,432 100.00%	100,908 100.00%

Also, Follett Library Resources would like to help AASL increase awareness of the NSLMPY Award and AASL itself by funding two mailings in April 2005. For the first mailing we would like to send out a flyer to all eligible members of AASL (excluding vendor and academic members) encouraging them to apply for the 2006 NSLMPY Award. The second mailing would be to 5,000 of FLR's best customers who are not currently AASL members encouraging them to join AASL, attend the 2005 conference in Pittsburgh, and apply for the 2006 NSLMPY Award.

Again, thank you for your time and consideration of this proposal.

Best Regards,


Thomas Salvetti
President

FOLLETT LIBRARY

R E S O U R C E S

1340 RIDGEVIEW DRIVE MCHENRY, ILLINOIS 60050-7048
888.511.5114 815.759.1700 FAX 800.852.5458 815.578.3390
CUSTOMER SERVICE 800.435.6170
A FOLLETT CORPORATION COMPANY

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: Possible Award(s) from Coughlan Publishing

Background: Coughlan Publishing, comprised of Picture Window Books, Compass Point Books, and Capstone Press, would like to sponsor from one to three awards or scholarships. Their imprints are geared toward the striving reader.

Julie Walker, AASL Executive Director, met with Matt Keller, president of the group, at the Fall Forum. The AASL Executive Committee also brainstormed award possibilities at their fall meeting. Mr. Keller is interested in finding out what AASL desires/priorities are in terms of new awards.

Action Required: Discussion

Policy for Establishing, Reviewing and Administering AASL Awards

The following points should be carefully considered in establishing, reviewing and administering an AASL award:

Policy

- 1) Establishing Awards
 - a) A request that a new AASL award be established may come from any member of the Association or from an individual or group outside the Association interested in the recognition of school librarians and librarianship.
 - b) The intent and purpose of the individual or group making the proposal or donating a sum of money to be used for award purposes. AASL awards shall recognize significant achievements within the profession and not serve primarily as advertisements for the donor.
 - c) The existence of already established awards in the same or similar areas of interest, since overlapping awards are to be avoided.
 - d) The name of the award should focus on the proposed intent and purpose of the award.
 - a) recognition of donor/sponsor would follow the award name

- b) recognition of an individual in the award name would be limited to retired AASL members who have made significant contributions to the school library media field.
- e) Awards administered by the Awards Committee with a monetary value should be no less than \$1000.00 and provide for administrative costs.
- f) Awards in the form of grants or scholarships should be sufficient to cover the cost of proposed activity, and provide for administrative costs.

2) Administrative Costs

- a) In reviewing an existing award or request for a new award, the Awards Committee will consider cost of administering award.
- b) A limit for complementary tickets for winners and sponsors to be provided by AASL should be considered for each award

SLMPY	11
Pathfinder	3
Others	2

- c) Additional complementary tickets to be provided by AASL should be considered for:

Speaker and representative	1 for each
Other Youth division presidents	1 for each

- d) Award sponsors may provide additional complementary tickets as desired.
- e) Cost of complimentary tickets for winners and sponsors to be provided by AASL should be included in the yearly AASL budget. Travel associated with the determination or acceptance of the award should be included in administrative costs.
- f) AASL will pay travel and housing costs and expenses for winner of the Distinguished School Administrator Award in accordance with AASL travel guidelines.
- g) Site visits for the SLMPY Award are limited to 1 per category. At least 3 committee members must be present for all site visits.

3) AWARDS PROCEDURES

- a) Each award shall establish objectives, procedures and criteria for selection in accordance with AASL Awards Committee Guidelines.
- b) Awards demanding large or bulky mailings of material among jury members are to be avoided.
- c) The availability of appropriate candidates is essential.

- d) Awards Committee review to determine continuation of an award, consistency of criteria with AASL standards, and administrative and evaluation procedures should be made at least every three years on a rotational basis.
- e) Awards Committee review to insure the continuation of sponsor support and endowments should be made at least every three years on a rotational basis.

Adopted: Establishing New Awards – ALA Awards Manual, Revised June 1989

Revised May 2002

Approved by the AASL Board of Directors, June 2002

AASL Board of Directors

2005 ALA Midwinter Meeting

Boston, Massachusetts

January 14-19, 2005

Topic: Joint Conference of Librarians of Color 2006

Background: Several of ALA's ethnic caucuses are banding together to sponsor a conference in the fall of 2006. The conference steering committee is seeking proposals from various ALA groups. The AASL Executive Committee has requested that the Board discuss whether AASL would like to submit a proposal for one or more programs at the conference.

Action Required: Discussion and decision.

Joint Conference of Librarians of Color 2006

<http://www.ala.org/ala/olos/libassocofcolor/jclc06callforproposals.htm>

The Steering Committee of the JCLC '06 invites quality proposals for presentation at its first Conference entitled, "Gathering at the Waters: Embracing Our Spirits, Telling Our Stories," to be held October 11-15, 2006, at the Adams Mark in Dallas, Texas. The Deadline for submitting all proposals is May 31, 2005. Program proposal forms are now available.

The Steering Committee of the Joint Conference of Librarians of Color 2006 includes representatives from the American Indian Library Association (AILA), the Asian/Pacific American Librarians Association (APALA), the Black Caucus of the American Library Association (BCALA), the Chinese American Librarians Association (CALA), and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking.

The JCLC '06 "Gathering at the Waters" conference will include a one-day pre-conference and four days of tracked programming, encompassing-issues programs and individual and combined celebratory events. It is also a conference directed towards diversity within library and information studies and the research and development aspects of community outreach. It will establish a forum for the exchange of ideas and dissemination of information on both new and existing ideas.

JCLC '06 seeks the best ideas in providing library services on the topics below and invites proposal submissions for contributed papers, panel sessions, workshops, poster sessions, and roundtable discussions. This conference will feature speakers from academia, public, school, private industry and government agencies.

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: Proposed Changes to Skeleton Schedules

Background: In response to the many suggestions from Councilors following the 2004 Annual Conference, the Executive Board met via conference call on September 1, 2004 and took action to revise the ALA Annual Conference and Midwinter Meeting skeleton schedules.

After a preliminary Board discussion of a variety of options, Governance Office Director Elizabeth Dreazen worked to develop a proposal which 1) increases the overall time available for Council sessions by 1 3/4 hours for both the Midwinter Meeting and Annual Conference, providing additional time for the discussion of resolutions and other Council business, 2) eliminates inconsistencies in major meeting time slots between the Midwinter Meeting and Annual Conference schedules, which have been a source of confusion for years and 3) does not require the rescheduling of other major ALA events.

These changes will require a reworking of the traditional AASL schedule at both conferences including possibly adding a Monday Board meeting at Midwinter.

**PROPOSED CHANGES TO THE ALA SKELETON
SCHEDULE**

Midwinter Meeting [beginning with the 2006 Midwinter Meeting]

Friday:

8:30 a.m. - 12:00 noon Executive Board I
[Same slot at Midwinter and Annual]

12:00 noon-1:30 p.m. BARC
[Extends the traditional BARC meeting slot by 30 minutes. If Executive Bd I runs late, Board members who are also BARC members will either leave the EB meeting before adjournment or arrive late at BARC]

1:30-4:30 p.m. Financial Planning Seminar

[Advantage: Seminar participants can arrive at conference on Friday a.m. instead of Thursday p.m.]

Midwinter Meeting and Annual Conference

Sunday:

1:00-2:30 p.m. PBA

[Avoids conflicts with Saturday meetings; allows 45 minutes after the conclusion of ALA Council I and 30 minutes before the start of the ALA President's Program]

2:30-3:00 p.m. BARC/Division Leaders

[To be held in a room adjacent to or nearby the ALA President's Program.]

Action Required: Awareness and possible discussion

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

- Topic:** Report from NSLMPY Task Force
- Background:** An ad hoc committee, chaired by Drucie Gullion, was charged with looking at various concerns and recommendations related to the administration of this award. Their report and recommendations follow.
- Action Required:** Discussion

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: Online Communities

Background In February 2004, ALA formed an internal task force to develop a request for proposals defining the requirements and features of a virtual community software package, to be implemented by ALA to provide a controlled area of web space in which groups of members can interact and collaborate. After much consideration and input, ALA has chosen NetOn-line. A description of the software's features is included in the document and the power point presentation.

Action Required: Discussion of pilot groups.

Online Communities

To further enhance continuing education and e-communities, in the spring of 2005, the ALA will launch an online communities application that will allow members to work online in virtual space, combining some of the many features common to widely-used Web sites like My Yahoo!, Web Junction, LiveJournal, and others.

An Online Community is essentially a controlled area of web space in which a group of members can collaborate. The controlled area will have restricted access based on an ALA ID and password. The necessary features include: Threaded Discussion, Shared Links, Shared Files, Event Calendar, Chat, Archives, Polling, Member Profile/Business Card, White Board, Online Status of Members/Who's Online, Help, and the ability to integrate RSS. Seamless integration of online community discussion threads and shared workspaces, discussion list output, Web site access, and instantly-available information regarding the member's "place" in the mix of ALA communications and membership opportunities is the end goal of this large undertaking.

Features:

1. **Threaded Discussion.** Also described as bulletin boards, topics can be created by members and others can reply. Discussions will accommodate emoticons, sharing active links, avatars representing the member, quoting other posts, and preview/edit/delete capability pre-posting. Attachments are not allowed. User may set preferences to access (send, receive) messages via private email account as

individual message or digest format, or access messages via the web only. Moderator will be able to tag common questions to a dynamic FAQ of the community.

2. **Shared Links.** A section of each community will allow members to share links to other web sites. Each shared link should require and display a URL, site name, and an annotation.
3. **Shared Files.** A section of each community will allow members to share uploaded files. Each shared file will require and display a filename, a document name, and an annotation.
4. **Event Calendar.** Each event will display a date, beginning and end time, a name, and an annotation. Users will be able to add events to a calendar at three different levels:
 - Private: Events added with this status will only be visible to the individual user.
 - Community: Events added with this status will be visible to the community.
 - Global: Events added with this status will be visible to everyone in all communities.
 - Users will have the ability to compile and export community calendars to desktop and PDA.
5. **Chat.** Synchronous discussion system will allow any community member to initiate a chat with any combination of the following options:
 - Private chat between invited members of a community
 - Open chat for all members of a given community
 - Chat open to all ALA members
 - Save transcript of session
 - Moderated chat (a moderator must approve each post to a chat)

Within a given chat session, the following options will be available:

- Block a user/Ignore a user
- Send working URLs within chat
- Format text (bold, color, etc.)
- View list of current chat participants
- Link to current participants' profiles [described below]

Chat will not support file sharing or images.

6. **Archives.** Archives of each community will be both searchable by keyword using Boolean logic and browsable by either date or subject. The archives should include all threaded discussions, shared files, shared links, and chat transcripts. Users will be allowed to limit their search to a specific community, or to search globally across all committees, with the understanding that the user will not be able to view search results for communities of s/he is not a member. There will be some sort of visual cue or icon displayed to indicate that a search result is unavailable to the person searching.
7. **Polling.** Simple multiple-choice polls allowing only one vote per member can be created. The moderator will be able to designate each poll as anonymous (user ID is not connected to the specific vote) or recorded (each user's vote is visible to all members of that community). Global administrators will be allowed to "push" a poll to all communities.

8. **Member Profile/Business Card.** Each member will have a profile, with the following fields:
 - Username (this is the only required field and will be auto-generated from ALA's Association Management System -iMIS)
 - Image (.gif or .jpg)
 - Email address
 - Mailing addresses
 - Web URL
 - IM screen names (Yahoo!, AOL, ICQ, etc.)
 - ALA Community online status
 - Unit, section, and group memberships (auto-generated from ALA's Association Management System - iMIS)

The email address and mailing addresses will be pulled from iMIS.
9. **White Board.** Group members are enabled to work together on a common document using file sharing and software tools.
10. **Online Status of Members/Who's Online.** Members will have the option to display a list of community members currently logged into ALA's Online Communities, with option to initiate private/individual or community online chats.
11. **Help.** On every page of the community, a link to online help will be available. Online help will include contact information for ALA staff as well as documentation for using ALA Online Community features.
12. **The system will have the ability to integrate RSS.**

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: Budget Priorities/Draft Budget

Background: At its October meeting, the Executive Committee, sitting as the Budget & Finance Committee, discussed the budget priorities for the current (FY05) budget year and the fact that AASL will be doing strategic planning at Midwinter. AASL's policy states that "The goals and strategic directions contained in the AASL Strategic Plan shall provide the basis upon which the Board of Directors evaluate current programs, identify new initiatives, and establish priorities for the annual budget." Based on that policy, the Executive Committee deferred setting budget priorities until after the strategic planning session at this meeting. The Executive Director is to prepare a mirror budget from FY04 – the last conference year. Since the actual budget is not adopted until June at the ALA Annual Conference, changes can be made in the budget to reflect the priorities identified in the strategic planning. Additional changes can also be made after Annual Conference if necessary.

Action Required: Discussion of emerging priorities and draft budget figures.

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: ALA Strategic Plan

Background: The following letter from Carol Brey-Casiano details the ALA strategic planning process and requests your input:

December 17, 2004

Dear Colleagues:

I am pleased to share with you a draft of the American Library Association's proposed new strategic plan, ALA Ahead to 2010.

Over the last year, we have been engaged in an unprecedented effort to reach out to the association's 64,000 members. Through member surveys, focus groups and forums, we have sought to gather information from ALA members about the issues that are important to them, and the trends that they see affecting the future of libraries and the association. As an example, over 14,000 members responded to our member survey last spring.

Using the information gathered from members, the ALA Executive Board has worked with division and round table representatives to develop a series of draft goals and objectives for the next five years. In developing these, the planning group looked at the future of the profession and of libraries, and tried to anticipate and respond to the important issues and trends that are shaping our environment.

We are now distributing the draft ALA Ahead to 2010 plan for your discussion and comment. As part of a process of association-wide consensus-building and review, we are inviting ALA's approximately 1,000 boards, round tables, committees and discussion groups to spend time discussing the proposed goals and objectives at our upcoming Midwinter Meeting. All of these groups will be invited to provide feedback on the plan and how it relates to their interests and work. (Information on how to participate in this process and provide feedback is contained in the introduction to the draft plan.)

Based on the thoughts and comments received from these forums, we expect to further refine the plan over the course of the spring. We will then bring the document to ALA Council for discussion and approval at our 2005 annual conference in Chicago.

ALA's previous strategic plans, Goals 2000 and ALAction 2005, have led to such important initiatives as the Spectrum Scholarship program, the Office for Information Technology Policy and the Campaign for America's Libraries. It is our expectation that

this new plan will also provide us with a blueprint for a stronger and more vital association over the next five years.

For more information on the ALA Ahead to 2010 planning process, visit www.ala.org/ala2010.

Sincerely,

Carol Brey Casiano
President,
American Library Association

Action Required: Discussion and feedback

American Library Association Draft Strategic Plan

Introduction

12/16/04

Over the last year, the American Library Association has been engaged in an unprecedented effort to involve members in the development of the association's new strategic plan, ALA Ahead to 2010. As part of this process, we have conducted a broad member survey, focus groups, chapter forums, discussions with councilors, and an environmental scan. Using this information, members of the ALA Executive Board and division boards have worked together to jointly draft the plan.

One of the essential elements of the Ahead to 2010 planning process has been the opportunity for ALA member groups to provide feedback. To continue this process, we are now soliciting your comments and suggestions.

We hope that you will take the time during the ALA Midwinter Meeting to discuss the draft strategic plan at your division, round table, committee or discussion group meeting, and to answer the questions on the [Draft Strategic Plan Feedback Form](#).

Your comments and suggestions, along with those from other member groups, will be aggregated for review by the Executive Board as they further refine the plan for consideration by ALA Council at the 2005 Annual Meeting in Chicago.

To provide comments, please fax, email or mail your responses by January 31, 2005 to:

Paul D. Meyer
Tecker Consultants
7237 Clifton Road
Clifton, VA 20124

Fax: (801) 760-8592
Email: pmeyer@tecker.com

Or give your completed questionnaire to Mary Ghikas at ALA (mghikas@ala.org).

Fuller information on the ALA Ahead to 2010 draft strategic plan, including a message from ALA President Carol Brey-Casiano, the feedback form, the environmental scan and planning assumptions, and information on the surveys, focus groups, forums and planning process can all be found at www.ala.org/ala2010draftstrategicplan.

Keith Michael Fiels
Executive Director

American Library Association

ALA: Ahead to 2010

Draft Strategic Plan

12/16/04

Planning Framework

The Planning Framework provides the structure within which the Association develops short-term goals and strategic objectives. It provides a set of enduring principles that guide the Association's response to changing conditions and needs. Their permanence allows the organization to create shorter-term goals, objectives and strategies that are aligned with the American Library Association's founding purpose and mission.

Founding Purpose:

The object of the American Library Association shall be to promote library services and librarianship. (ALA Constitution, Article II)

Mission:

To provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. (ALA Policy 1.2)

Vision:

ALA is the leading advocate for:

- *The value of libraries and librarians in connecting people to recorded knowledge in all forms.*
- *The public's right to a free and open information society.*

Key Action Areas:

- *Diversity*
- *Equity of Access*
- *Education and Continuous Learning*
- *Intellectual Freedom*
- *21st Century Literacy*

(Approved annually since 1997 by the ALA Council as the "programmatic priorities" of the Association.)

Draft Organizational Values:¹

- Commitment to member service
- Commitment to all types of libraries and library workers
- Open, inclusive, and collaborative environment
- Professionalism
- Excellence and innovation
- Transparency and integrity

Envisioned Future

The Association's "envisioned future" is intended to describe a concrete yet unrealized vision of future conditions – a future toward which the Association and its constituent parts may work over an extended period of time, through successive short-term goals.

Draft Desired Future:

The Library

- There is stable funding for libraries commensurate with their mission.
- All elementary, middle, and high schools have certified school librarians.
- Each library is an active center for the community it serves.
- Each library has sufficient resources, technology, and personnel to accomplish its mission and make it a vital institution.
- Library workers are well compensated.
- There is permanent public access to government information.
- All people in the United States are literate.

The Profession

- The profession of librarianship is diverse.
- Working in a library is a sought-after career choice.
- Librarians and library workers are prepared to meet the challenges of a changing information environment.
- Professional development is available to all library workers in a variety of accessible formats.
- Library support staff are a fully participating and valued component of librarianship.

¹ "Organizational Values" provide a basis for the culture of ALA (the organization) and determine how it will function. Recently, the ALA Council approved a set of "Core Values" for the profession. They provide a framework for crafting policies relating to the profession. The Core Values are: Access, Confidentiality/Privacy, Democracy, Diversity, Education and Lifelong Learning, Intellectual Freedom, The Public Good, Preservation, Professionalism, Service, and Social Responsibility.

The Association

- ALA is respected for defending and maintaining First Amendment and intellectual freedom rights.
- ALA has made significant contributions to the improvement of literacy.
- New members are easily able to find an affinity group within ALA.
- Members understand the value of ALA membership.
- Every library worker is a member of ALA.
- ALA has the resources to accomplish its goals.
- ALA and its leadership are forward-thinking and proactive.
- ALA's structure is nimble and flexible and responds quickly to opportunities and changes in the profession.
- Excellent two-way communication exists between ALA and its members.
- ALA-APA has a vigorous certification program.
- ALA is the most complete and authoritative place to learn about scholarships for library education.
- ALA contributes to public policy decision-making in all areas related to education, libraries, and access to information.
- ALA is the primary resource for local library advocates and all library advocacy.
- ALA is a primary source for library research and statistics.
- ALA services are available in a variety of languages.
- ALA is recognized for advocating preservation of and access to information.
- All relevant accreditation agencies use ALA standards.

Draft Goals and Objectives

The goals presented are intended to guide the Association for the next five years. The goal statements answer the question: "What would constitute success?" For each goal, draft strategic objectives are defined. These strategic objectives provide the bridge between the goals and specific strategies and action plans.

Draft Goal Area I: Advocacy/Value of the Profession

Draft Goal Statement: ALA and its members will be leading advocates for the value of libraries and librarians.

Draft Strategic Objectives:

1. Increase support for research and evaluation to provide evidence regarding the value and impact of all libraries.
2. Increase public awareness of the value and impact of libraries.
3. Increase public awareness of the value and impact of the library profession and all library staff.
4. Mobilize, support and sustain grassroots advocacy for libraries and library services at local, state, and federal levels.

5. Increase collaboration on legislation relevant to libraries.

Draft Goal Area II: Education

Draft Goal Statement: Through its leadership, ALA will ensure the highest quality of graduate education for librarians and continuing education of equally high quality for all library staff.

Draft Strategic Objectives:

1. Ensure that accreditation standards mirror the needs of the profession.
2. Increase availability of and access to continuing education for all library staff.
3. Make ALA continuing education programs and publications affordable and accessible.
4. Establish standards for educational programs for library support staff.

Draft Goal Area III: Public Policy

Draft Goal Statement: ALA will be a key voice in formulation of national and international policies that impact library and information services.

Draft Strategic Objectives

1. Increase ALA's promotion of all forms of literacy.
2. Increase ALA's influence in promoting First Amendment rights, intellectual freedom, equity of access, fair use, and privacy.
3. Develop and support grassroots efforts to affect local, state, federal, and international policies regarding library and information services.
4. Increase understanding of international issues affecting library and information services and generate support for international partnerships that strengthen library and information services.

Draft Goal Area IV: Building the Profession

Draft Goal Statement: ALA will be instrumental in recruiting and developing a highly qualified and diverse library work force.

Draft Strategic Objectives:

1. Increase leadership development opportunities.
2. Increase the diversity of the library workforce to reflect a changing population.
3. Through ALA-APA, advocate for improved compensation for librarians and other library workers.
4. Provide support for nationwide efforts to increase recruitment and retention of library workers

5. Provide increased career development opportunities for all library workers.

Draft Goal Area V: Membership

Draft Goal Statement: Members will receive outstanding value for their ALA membership.

Draft Strategic Objectives:

1. Effectively communicate the value of association membership.
2. Increase opportunities for and awareness of involvement in the association that is customized to individual interests.
3. Increase member value through identifying and responding to changing member needs.
4. Increase opportunities for electronic involvement in association activities.
5. Strengthen efforts to recruit and retain members.

Draft Goal Area VI: Organizational Excellence

Draft Goal Statement: ALA will be an inclusive, effectively governed, well-managed, and financially strong organization.

Draft Strategic Objectives:

1. Increase ALA's ability to respond to the changing environment.
2. Increase the amount and diversity of revenue sources to support ALA programs and services and meet current and future needs .
3. Continuously improve ALA's technology infrastructure to meet member needs more effectively.
4. Increase and improve communications, cooperation and collaboration throughout ALA.
5. Foster and motivate more members to assume leadership positions within the organization.

ALA: Ahead to 2010 – Draft Strategic Plan --Feedback Form

ALA is soliciting your help in responding to elements of the draft strategic plan – ALA: Ahead to 2010. Feedback will be aggregated and considered by the ALA Executive Board in making further revisions to the draft.

By January 31, send to: Paul D. Meyer, Tecker Consultants, 7237 Clifton Road, Clifton, VA 20124; Fax: 801-760-8572; Email: pmeyer@tecker.com (Or, give to Mary Ghikas, mghikas@ala.org) Please add space as needed, but be succinct. Thank you.

ALA Group: (e.g. Division, Section, Round Table, Committee): _____
Individual Reporting: _____
Telephone Number (for possible follow-up questions): _____

Draft Organizational Values

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

Draft Desired Future

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

Draft Goal I and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal II and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal III and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal IV and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal V and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal VI and Strategic Objectives

OK as is _____ Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

As you look at this draft strategic plan, is there something you believe should be there that is missing? If so, what?

AASL Board of Directors

**2005 ALA Midwinter Meeting
Boston, Massachusetts
January 14-19, 2005**

Topic: Committee Reports Submitted at All-Committee Meeting

Background: The following committee reports were submitted at the ALA Midwinter AASL All-Committee meeting.

Action Required: As indicated on individual reports.