AASL Board of Directors
Annual Meeting 2004
Orlando, FL
June 24 – 30, 2004

Agenda
Board I & II

There will be a ten-minute forum for members that will be recorded in the minutes. Each speaker who requested time in advance of the meeting will have three-minutes to address the President as Chair.

A. Consent/Information Only

B. Discussion/Decision

The mission of the American Association of School Librarians (AASL) is to advocate excellence, facilitate change, and develop leaders in the school library media field.

C.   Exploration

No Agenda Item(s)

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*   No document
**   Note: These items will be considered in closed session.
       Board I: 4:15 – 4:30 pm
       Board II: 3:00 – 4:00 pm
*** Receive on site

American Association of School Librarians
Board of Directors
Process Focus and Ground Rules
2004-2005

I. <u>Context</u>   Constitution and Bylaws, Article VII, Section 2 "The AASL Board of Directors shall set annually the AASL priorities, goals and budget."

II. <u>Implications</u>

1. The Board builds trust with open, honest communication.
2. The Board develops a knowledge based operational philosophy by conducting a style of decision making that emphasizes informed intuition and employs dialogue before deliberation.
3. The Board sets a budget to enable implementation of the mission.

III. <u>Ground Rules</u>

AGENDA

1. We will direct requests for agenda items to the President, who will set the agenda in consultation with the Executive Director and the Executive Committee.
2. We will make greater use of the consent agenda for information, consensus and non-controversial items.
3. We will focus on intended outcomes rather than specific details of achievement; we will not engage in undue "wordsmithing."
4. We will have a ten-minute open forum for members before each meeting that will be recorded in the minutes. Each speaker will have three-minutes to address the President as chair of the meeting. Requests to address the Chair must be made in advance of the meeting.

PROCEDURES

1. We will attend all Board meetings.
2. We will arrive on time and honor stated finishing times.
3. We will address questions to the chair who may direct the question to another board or staff member.
4. We direct the chair to conclude each item with a consensus statement and intended action for confirmation.

The mission of the American Association of School Librarians is to
advocate excellence, facilitate change, and develop leaders in the school library media field.

RIGHTS & RESPONSIBILITIES

1. We will request clarification and additional information for consent agenda items in advance of the meeting from a named contact for the item.
2. We reserve the individual right to pull any item from the consent agenda for discussion.
3. We will arrive informed and prepared or so inform the chair before the beginning of the meeting.
4. We will take the initiative to ask questions and pose solutions.
5. We will make no assumption of motivation or "hidden agenda" on the part of a colleague.
6. We acknowledge the responsibility, and accountability to us, of the Executive Committee and Executive Director for policy implementation and goal attainment.
7. We acknowledge silence is consent.
8. We will discuss ideas and issues without taking things personally.

AASL Board of Directors

2004 ALA Midwinter Conference
San Diego, CA

MINUTES
Session I
January 9, 2004

Board Members Present:	Fran Roscello, Dawn Vaughn, Carrie Gardner, Erlene Bishop Killeen, Claudia Myers, Terri Kirk, Elizabeth Haynes, Kathleen Ellis, Jody Gehrig, Sylvia K. Norton, Nancy Everhart, Dolores Gwaltney, Ann M. Martin, James O. Carey, Kathy Latrobe, Jo Misakian, A. Elaine Twogood, Eugene Hainer.
Staff Present:	Julie A. Walker, Robin Ely
Directors-Elect Present:	Irene Kwidzinski, Alison Almquist, Melissa P. Johnston, Joanne Proctor, Mary Ann Harlan, Virginia Wallace, Jan Weber, Floyd Pentlin, Sara Kelly Johns
Guests and Observers:	Cyndi Phillip

Call to Order	Session I of the AASL Board of Directors meeting was called to order on Friday, January 9, 2004, at 2:30 p.m. in room 29d of the San Diego Convention Center by President Fran Roscello. A quorum was present.
Additions to the agenda	• Item #33: Alliance for Association Excellence • AASL Nominating Chair, Bonnie Grimble, will address the Board at Board III • @yourlibrary Committee Report
Changes to the agenda	• Item #21: *Plan for Building the Long Term Investment Fund* will be discussed between Items 28 and 29. • Item #30: *IFLA Appointment* will be discussed at the end of Board I. • Item #5: *Region and Section Reports* will be moved to Discussion/Decision after Item #17: *Sections*
Motion	It was moved by Terri Kirk to accept changes to the agenda.

Consent Agenda	Motion Carried
Motion Consent Agenda	It was moved by Ann M. Martin to accept the Consent Agenda. Motion Carried
Item #16: Affiliate Assembly Concerns and Commendations	President Fran Roscello summarizes each Affiliate Assembly concern and solicits the Board for additional action steps.
Region III Concern: *"There is a shortage of faculty for positions in programs for school library media specialists in library schools of degree rating institutions, which contributes to the shortage of certified library media specialists."*	The Board suggested the additional actions steps be taken: • Expand the AASL Recruitment for the Profession Committee charge to address this concern. • Expand the AASL Legislation Committee charge to address the IMLS funding for Ph.D. candidates. • Review which schools offering scholarships to Ph.D. candidates in library media studies.
Region III Concern: *" We are concerned about the lack of knowledge of pre-service and practicing educators (higher education faculty, K12 administrators, and teachers) about the importance of information literacy and the impact of the school library media program on academic achievement. Other educators do not generally understand the role of the library media specialist."*	The Board suggested the additional action step be taken: • The AASL representative on the NCATE Specialty Areas Studies Board (SASB) should be alerted to this concern.
Region III Concern: *" There is concern that well-respected national technology*	The Board suggested the additional action step be taken: • The word "library" should be included in the standards.

standards such as enGauge from the NCREL and NETS from ISTE do not specifically acknowledge the role that library media programs and profession play in the successful implementation and use of technology in schools."

Region IV Concern:
"Lack of state support for school library standards (information literacy skills and program guidelines) as outlined in <u>Information Power</u>."

The Board suggested the additional action step be taken:
- Gene Hainer suggests that AASL target Senators and Representatives on appropriation committees.
- Carrie Gardner suggests that a separate letter be sent to chief educational officers in each state and that the Board report back to the AASL Affiliate Assembly.
- Sylvia Norton urges individual librarians and affiliate to send separate letters on their own accord.
- Erlene Bishop Killeen suggests that AASL directs its publications/position papers to address how librarians fit into No Child Left Behind (NCLB).

Region II Concern:
"Lack of continuous dedicated federal funding for school libraries and exclusion of required library funding in related federal legislation is inadequate, inequitable, and inaccurate and has created a downward spiral of accurate and up-to-date resources.

President Fran Roscello informs the Board that the Department of Education is in the process of conducting an evaluation of Literacy Through School Libraries and that AASL will have an opportunity for input.

President Fran Roscello will solicit concerns regarding the Literacy Through School Libraries program and will speak with key people during ALA Legislation Day.

Region II & 4 Concern:
"Lack of connection between the role of librarians as reading

The Board suggested the additional action step be taken:
- Direct the AASL Reading for Understanding Special Committee to develop a position paper on reading.

as advocates on multiple levels, especially NCLB where the funding is."

Region IV Concern:
"There is no standard criteria for the position of school library professionals. Some states are not following their own criteria."

AASL to develop a policy paper defining certification standards for school library professionals that will be disseminated to state boards of education and other stakeholders.

Region I, VII, VIII, & IX Concern:
"Endangerment, elimination, and reduction in force of school librarians, library assistants, library directors, state level directors, state level school library coordinators nationwide requires POSITIVE ACTION."

The @yourlibrary campaign for school library media programs can put a positive message out there that stresses the importance of school library media specialists.

Region I, II, III, & IX Concern:
"Many regional accrediting agencies have established evaluation; practices and school improvement."

AASL Executive Director suggests that AASL inform the NSSE representative once NSSE changes its structure post-March.

"Guidelines with a fading focus on the importance of quality school library media programs within their criteria."

Item #17: AASL Sections

SPVS Board Rep. Jody Gehrig ensures the AASL Board that candidates will be found for SPVS Chair-elect and SPVS Board

Representative in time for the 2004 AASL Election.

Item #5:
Region and Section
Reports

President Fran Roscello will review the current format of the Region and Section Report form and will report back to the Board.

Item #18:
High School
Leadership Summit

Ann Martin gives the AASL Board background information on her report and recommendations.

Motion
High School
Leadership Summit

It was moved by Terri Kirk to accept Ann Martin's recommendations in her report to the AASL Board of Directors concerning the US Dept. of Ed. High School Leadership Summit.

Motion Amendment

It was moved by Terri Kirk to accept Ann Martin's recommendations in her report to the AASL Board of Directors concerning the US Dept. of Ed. High School Leadership Summit. In addition, we move that Fran Roscello, President of AASL, contact Dr. Rod Paige to advocate that AASL be included and that library people become involved in this committee.

Motion Amendment
[Final motion]

It was moved by Terri Kirk to accept Ann Martin's recommendations in her report to the AASL Board of Directors concerning the US Dept. of Ed. High School Leadership Summit dated 10/20/03 and send to the Teaching and Learning committee for action.
Motion Carried

Motion
Meeting extension

It was moved by Carrie Gardner to extend the meeting by 10 minutes
Motion Carried.

Motion
Executive Session

It was moved by Gene Hainer that the Board go into Executive Session to discuss Item #31: IFLA Appointment.

Item # 31: IFLA
Appointment

It was moved by Carrie Gardner to recommend Barbara Immroth to ALA as the AASL Liaison to IFLA.
Motion Carried

Motion　　　　　　　It was moved by Sylvia K. Norton to come out of closed session
Adjournment　　　　　and to adjourn Board I.

Adjournment　　　　AASL Board of Directors Session I was adjourned at 5:42 p.m.

AASL Board of Directors

2004 ALA Midwinter Conference
San Diego, CA
January 9 – 14, 2003

MINUTES
Session III

Board Members Present:	Fran Roscello, DawnVaughn, Gene Hainer, James Carey, Jody Gehrig, Kathleen Ellis, Jo Misakian, Sylvia K. Norton, Carrie Gardner, Claudia Myers, A.Elaine Twogood, Ann Martin, Dee Gwaltney, Nancy Zimmerman, Terri Kirk, Kathy Latrobe, Erlene Bishop Killeen, Nancy Everhart, Elizabeth Haynes
Staff Present:	Julie A. Walker, Robin Ely
Directors-Elect Present:	Joanne Proctor, Floyd Pentlin, Virgina Wallace, Mary Ann Harlan, Melissa Johnston, Irene Kwidzinski, Alison Almquist, Sara Kelly Johns
Guests and Observers:	Bonnie Grimble, Sharon Coatney, Pam Berger, Alan Bern

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Call to Order	Session III of the AASL Board of Directors meeting was called to order on Sunday, January 11, at 1:00 p.m. in room 29d of the San Diego Convention Center by President Fran Roscello. A quorum was present.
Board Address ALA Presidential Candidate Barbara Stripling	Barbara Stripling, ALA Presidential Candidate, informs the Board of her platform and encourages AASL members to vote.
AASL Board Workshop Follow-Up	President Fran Roscello solicits feedback from the Board regarding the Board Workshop. Discussion regarding the Publishing Mega Issue will continue on the AASLLEAD discussion list. Carrie Gardner notes that she was unable to attend the AASL Executive Committee II because the AASL president directed her to go to the Treasurer meeting instead.
Board Address AASL 2005 Nominating Committee	Bonnie Grimble, Chair of the 2005 AASL Nominating Committee, informs the Board of the open elected positions for 2005. She asks each Regional Director to provide the

	committee with at least two candidates to represent their region in the upcoming election.
Item #19: Collaboration with Partnership for 21st Century Skills.	AASL Executive Director gives background information on our relationship with Partnership for 21st Century Skills.
Item #20: Policy on "Partnerships" with Other Not-for-Profits	President Fran Roscello gives background information and asks the Board to form a small ad hoc committee to develop a document that states specific guidelines AASL should consider when approached for partnerships. Erlene Bishop Killeen, Claudia Myers, Carrie Gardner, and Kathleen Ellis agree to develop guidelines. AASL Executive Director will check other ALA divisions' policies regarding partnerships to use as a model.
MOTION Ad hoc committee	It was moved by Erlene Bishop Killeen for members of the Board, 2 Members-at-Large, Treasurer and other volunteers to form a working subgroup to draft policies for partnerships with other not-for-profits for board consideration at the summer conference in Orlando. Junior Member-at-Large will act as chair. Motion Carried
Item #33: Alliance Brochure	Carrie Gardner, AASL Treasurer, informs the board of AASL relationships with vendors and of the Alliance for Association Excellence committee meeting during Midwinter. She will send minutes of the meeting to the AASL Board and request time on the Annual Board agenda. Vendors have concrete suggestions on increasing conference attendance and membership
Discussion National Conference Attendance	The AASL Alliance for Association Excellence Committee discussed location of national conferences and if it is better to consistently build attendance, or is it better to reach people AASL would not normally reach.
Discussion Acknowledgement of current and future Corporate Sponsors	Carrie Gardner, AASL Treasurer, suggests that AASL hold a reception for corporate sponsors at ALA Annual and ALA Midwinter. The AASL office will provide Carrie Gardner a list of current sponsors. Carrie will assign each Board member one or two sponsors so that they can thank them for their support. Board members offer the following suggestions for recognition: incorporate sponsorship recognition at the Annual AASL Awards Luncheon, Celebrate Conference, Vendor Breakfast with the AASL

	Board, Membership Meeting, or at Pittsburgh. AASL needs to decide when to acknowledge sponsors. Most AASL sponsorships are tied to National Conference. Sponsorships are cyclical, so AASL needs to be careful not to exclude anyone.
Item #22: Development Office Business Plan	Carrie Gardner, AASL Treasurer, informs the Board of the ALA Development office Planned Giving brochure. She asks the Board to consider printing their own brochures and do a mass mailing, modeled after the Development Office brochure.
Discussion Development Office Brochure	AASL can disseminate planned giving information in a number of ways: Brochure, Website, Advertising in other venues (KQ or Hotlinks.)
Motion Planned Giving Brochure	It was moved by Ann M. Martin that AASL work with the ALA Development Office to develop a planned giving program. Motion Carried.
Item #24: National Conference Wrap Up and Evaluations	The Board comments on how to attract more attendees and encourage attendees to attend more than one conference. The AASL office will post the following on AASLBOARD: Number of AASL members in each state and Number of ISS members in each state. KC Program co-chair, Terri Kirk, informs the board of the decision-making processes when selecting program proposals.
Board Address ALA Presidential Candidate Michael Gorman	Michael Gorman, ALA Presidential Candidate, informs the Board of particular issues he would like to address during his presidential term.
Item #21: Long Term Investment Fund	Because the transfer of funds will not occur until August 2004, the plan to grow the long-term investment fund will be addressed at the ALA Annual Meeting. Nancy Zimmerman and Carrie Gardner will request to speak with the ALA Endowment Trustee and will write up suggestions to be presented at the AASL Executive Spring 2004 meeting.
Item #26.1 & #26.2: FamiliesConnect and ICONnect Online Courses Committee	Sylvia K. Norton, Chair of the ICONnect: FamiliesConnect committee, informs the Board that through her discussions with Doug Johnson, Chair of the ICONnect: Online Courses Committee; they agreed to join forces with the hopes that a

Report	stronger single committee will emerge. President Fran Roscello requests that the committees' functions statements be combined and brought to the Board.
Motion Combine ICONnect: Online Courses and ICONnect: FamiliesConnect Committees	It was moved by the ICONnect: Online Courses Committee and ICONnect: FamiliesConnect to combine ICONnect and FamiliesConnect committess into a single committee with a joint charge and function. Motion Carried
Item #26.5 International Relations Committee Report	President Fran Roscello reads aloud the motions brought forth from the International Relations committee.
Motion	The AASL International Relations committee moves that AASL create an obvious and easily identified web presence for AASL/IRC activities and programs.
Discussion	Motion will be referred to AASL Staff.
Motion	The AASL International Relations committee moves that AASL establish a program for the collection and dissemination of resources from AASL conference exhibitors for donation to international or national libraries serving youth. In 2005, these resources will be in Spanish or Spanish/English and donated to the Sister Libraries program in Cochabamba, Bolivia, an IBBY Asahi Reading Promotion Award winner in 2003. Future recipients of the donations will be selected by the AASL International Relations Committee.
Discussion	• AASL Board will inform the committee that excess 2003 national conference materials were distributed to local Kansas City schools. • AASL Board requests that a representative from the International Relations Committee address the Board and provide more information.
Motion	It was moved by Erlene Bishop Killeen to return the motion to the committee to develop a proposal including coordination with the ALA International Relations committee. Please include financial obligations and personnel.
Item #26.6: ISS Report	President Fran Roscello reads aloud the motion brought

forth from the ISS Section.

Motion	The ISS Section moves to authorize ISS to be provided with a read only list of members in ISS in electronic format for purposes of section business at a probable cost of $50 based on staff estimate of $50/1000 members. The list should be sent to the ISS Chair by March 15, 2004.
Discussion	Motion referred to AASL Staff.
Item #26.7: Awards Committee	President Fran Roscello reads aloud the motion brought forth from the AASL Awards Committee.
Motion	The AASL Awards committee moves to recommend that each chair of an award committee shall have served as a committee member previously, if at all possible.
Discussion	Wording of motion is unclear. Motion is defeated. President Fran Roscello will relay the Board's intent back to the AASL Awards Committee.
Item #26.3: Research and Statistics Committee Report	President Fran Roscello reads aloud the motion brought forth from the AASL Research and Statistics Committee.
Motion Vendor Ad	The AASL Research and Statistics Committee move that Fran Roscello draft a letter to vendor that expresses our concern and dismay regarding their glossy ad that promotes classroom libraries.
Discussion Vendor Ad	AASL has several issues with vendors that need to be addressed. AASL should bring about an awareness of concern within the leadership. AASL is careful not to criticize vendors.
Motion Vendor Ad	It was moved by Nancy Zimmerman to postpone the motion on sending a vendor letter in response to stance on classroom libraries until the next Board Meeting. 5 in favor; 11 opposed.
Vote Motion: Vendor Ad	Fran Roscello to draft letter of concern or dismay to vendor regarding their glossy ad that promotes classroom libraries to be sent to vendor. 3 in favor; 14 opposed.

Motion Meeting Extension	It was moved by Erlene Bishop Killeen to extend the meeting until 4:30 pm. Motion Carried.
Item #26.18: **Publications Committee**	President Fran Roscello reads aloud the motion brought forth from the AASL Publications Committee.
Motion Blanket Waiver for *Information Power*	The AASL Publications committee requests the AASL Board to seek a blanket waiver of the permission request process for non-commercial, not-for-profit use for pages 8 and 9 of *Information Power: Building Partnerships for Learning* (1998) that list the nine standards statements. Motion Carried.
Item #26.5 International Relations Committee Report	President Fran Roscello reads aloud the motions brought forth from the AASL International Relations Committee.
Motion IFLA Appointment	The AASL International Relations committee moves to nominate an AASL member and researcher for membership on IFLA Board.
Discussion IFLA Representative	AASL Executive Director and AASL President informed the Board that they should have asked the International Relations Committee for their recommendation before reappointing the current AASL IFLA Representative. The Board faces two options: 1) to let the current IFLA Representative appointment stand 2) to rescind the motion to reappoint the current IFLA. Representative.
Motion Rescinding the reappointment of IFLA Representative	A. Elaine Twogood moves to rescind Board motion on the IFLA appointment recommendation.
Discussion	AASL Executive Director discussed the need for an open process to solicit names for ALA appointments, if a reappointment is not made. Any recommendation from committees must be approved by the Board.
Vote Motion: Appointment	Motion defeated AASL International Relations committee motion for IFLA appointment.
Discussion	AASL Board will contact the International Relations

IFLA Representative	committee and let them know that they need to put together a process to solicit names. They can submit names that derived out of the process.
Report National Institute Report	Jody Gehrig updates the Board on the upcoming Institute to be held in Dallas.
Item #30: Budget Priorities/Draft Budget	AASL Executive Director provides background information. FY 05 budget will mirror FY 03 budget with a few exceptions. The following will be budgeted in FY 05: Long Term Investment, Strategic Planning placeholder, @yourlibrary School Campaign.
Item #29: Strategic Plan Update	The Strategic Plan will be placed on the Annual Board agenda. President Fran Roscello asks the Board notify Julie for any additions or changes.
Motion White Paper on Classroom Discussion	It was moved by Terri Kirk that the AASL Research and Statistics Committee and the AASL Publications committee work together to develop a white paper on classroom collections. Motion carried.
Motion Vendor Ad	It was moved by Terri Kirk to encourage the AASL Executive Committee to designate a representative from the AASL Executive Committee to contact the vendor concerning the classroom libraries ad.
Vote Vendor Ad	14 in Favor; 3 Opposed
Discussion	AASL office will provide contact information in a timely manner.
Motion Meeting Extension	It was moved by Sylvia K. Norton to extend Session III by 5 minutes. Motion Carried
Motion Adjournment	The AASL Board of Directors Session III was adjourned at 4:42 p.m.

AASL Board of Directors

2004 ALA Midwinter Conference
San Diego, CA
January 9 – 14, 2004

MAJOR MOTIONS

Session I

Motion 1
It was moved by Terri Kirk to accept changes to the agenda.
Motion passed.

Motion 2
It was moved by Ann M. Martin to accept the Consent agenda.
Motion passed.

Motion 3
It was moved by Terri Kirk to accept Ann Martin's recommendations in her report to the
AASL Board of Directors concerning the US Dept. of Ed. High School Leadership
Summit dated 10/20/2003 and send to the Teaching and Learning committee for action.
Motion passed.

Motion 4
It was moved by Carrie Gardner to recommend Barbara Immroth to ALA as the AASL
Liaison to IFLA.
Motion passed.

Session III

Motion 1
It was moved by Erlene Bishop Killeen for members of the Board, 2 Members-at-Large,
Treasurer and other volunteers to form a working subgroup to draft policies for
partnerships with other not-for-profits for board consideration at the summer conference
in Orlando. Junior Member-at-Large will act as chair.
Motion passed.

Motion 2
It was moved by Ann M. Martin that AASL work with the ALA Development Office to
develop a planned giving program.
Motion passed.

Motion 3
The AASL Publications committee requests the AASL Board to seek a blanket waiver of the permission request process for non-commercial, not-for-profit use for pages 8 and 9 of *Information Power: Building Partnerships for Learning* (1998) that list the nine standards statements.
Motion passed.

Motion 4
A. Elaine Twogood moves to rescind Board motion on the IFLA appointment recommendation.
Motion passed.

Motion 5
It was moved by Terri Kirk that the AASL Research and Statistics committee and the AASL Publications committee work together to develop a white paper on classroom collections.
Motion passed.

Motion 6
It was moved by Terri Kirk to encourage the AASL Executive Committee to designate a representative from the AASL Executive Committee to designate a representative from the AASL Executive Committee to contact the vendor concerning the classroom libraries ad.
Motion passed.

American Association of School Librarians
Regional Director Report Form

Region: II

Director: Nancy Everhart

What have you done to represent AASL in each State in your region?   Include activities that publicize AASL, help AASL presence expand in the region, and give service to the Affiliates.

Communicated on the Region II listserv
Attended PSLA Conference, April 30-May 1, 2004; spoke at business meeting
Coordinated information about the Information Literate Student Award
Facilitated a Region II meeting in New York City, May 15-16, 2004

What AASL Regional or State activities have occurred to advance AASL initiatives? For example @your library programs, IP2 activities, etc.

NY – Advocacy toolkit on the website developed by LIS students
PA- Developed a workshop on the role of the librarian in student literacy

What are major issues concerns, or accomplishments in your region?

Concerns in all states are recruitment, NCLB, budget cuts

Accomplishments:

DC – hoping to transition to younger leadership and involve more independent school personnel in affiliate.
DE – state bill passed for $1 million for school libraries – each school got approximately $5000, participated in Legislative Day by having activities school librarians could do from their own school if they could not make it to Dover – such as having students email government officials.
MD – legislature set up equal pay commission that will impact traditionally female professions, lobbied in DC for Literacy for School Libraries money, Digital Libraries up and running, updating school library media outcomes to align with state curriculum
NJ – developed a very comprehensive mentoring program; recruitment PowerPoint, developing a strategic plan
NY – very successful conference with 90 first-time attendees, planning a Leadership Conference, Lobby Day successful, committee working with Youth Services Section of NYLA on children's book award
PA – developing a school library media specialist evaluation tool, contest for high school students to generate interest in the profession, PowerPoint slide show on recruitment, investigating exhibiting at other professional conferences

American Association of School Librarians
Regional Director Report Form

Region: _____IV_____

Director: _____Ann M. Martin_____

What have you done to represent AASL in each State in your region? Include activities that
publicize AASL, help AASL presence expand in the region, and give service to the Affiliates.

- Director provided a summary article from annual and Midwinter meetings to all state
  affiliates for inclusion in their state newsletters.
- Director provided a news article to all state affiliates concerning the U.S. Department of
  Education H.S. Leadership initiative and included AASL recommended actions.
- Director served on the Equity of Access committee and forwarded AASL's report to
  Carla Hayden.
- Director attended the United States Department of Education High School Leadership
  Summit, October 8, 2003.
- Director/Director-Elect attended the Virginia Educational Media Association's annual
  meeting, October 29 – November 1, 2003.
- Director participated in all AASL Board meetings at annual and Midwinter meetings.
- Director participated in all AA caucuses at annual and Midwinter.
- Director solicited information on initiatives that affiliates are doing to promote AASL
  goals and objectives.
- Director and Director-Elect communicated via email and phone.
- Director-Elect set up a virtual meeting for Region IV to discuss regional concerns and
  solicit commendations.
- Director-Elect contacted each state affiliate and solicited concerns and accomplishments.
- Director-Elect serves on the ICONnect Committee of AASL.
- Director-Elect promoted Information Power at sessions throughout Virginia.
- Director-Elect communicated with regional Director-Elects on common concerns.

What AASL Regional or State activities have occurred to advance AASL initiatives? For
example @your library programs, IP2 activities, etc.

- SC - a standards committee addresses IP2. Conference programs support IP2.
- SC - used the @ your library brand as the conference theme. The SCASL booth at
  conference featured a display on @ your library and a poster session was displayed.
- SC - a committee addresses Intellectual Freedom issues and provides support as needed
  as book challenges, etc., arise. The SIRS IF award is prsented every other year in rotation
  with S.C. Library Association (which is primarily public, academic, special librarians.)
- SC - library best practices are highlighted at conference programs and articles in our
  quarterly Media Center Messenger.
- SC - SCASL has a recruitment committee, Pre-Service, that goes to schools of education
  classes and does presentations about library media programs and LMS.

Continuation of activities to advance AASL initiatives?

- SC - the USC School of Library & Information Science is represented on our SCASL board. The association works with USC and our State Department of Education representative to support recruitment.
- TN – TASL's initiative to have all school library media specialists evaluated with library media specialist competencies and domains, not classroom teacher evaluation tools is at the state DOE level and principals are receiving training. Data is being tabulated how many slms are being evaluated with the right tools.
- TN - TASL incorporated the @ your library slogan using Every Student Succeeds @ your library in newsletters and parent information. The conference theme is Collaboration Begins @ your library and @ your library marketing training is scheduled for the fall for TASL members.
- TN – TASL is offering sessions at the fall conference on Censorship and Copyright.
- TN - TASL sponsors two $1000 scholarships beginning this year for graduate students seeking their Master's intending to be school library media specialists.
- TN - Working with legislators to get funding for school libraries. An interesting article on the front page of the Tennessean in April covered the state of TN school libraries being so poor. Average age of books in high schools was 24 years. Average number of items was below the 12 items per child our state requires, etc.
- VA -VEMA produced and distributed posters listing the 9 National Information Literacy standards.
- VA - highlighted @ your library sessions at all 7 regional conferences.
- VA - has two AASL/NCATE recognized school library media education certification programs (Longwood University and Old Dominion University).
- VA - VEMA is addressing Intellectual Freedom as well as other professional issues at a Summer Professional Development Workshop, July 19 @ODU.
- VA -VEMA assists professional development via conferences and listserv questions.
- VA - VEMA utilizes the listserv to share information about websites which include best practices.
- VA - participated in the Great VA Teach-in and disseminated library media specialist recruitment brochures and posters.

What are major issues concerns, or accomplishments in your region?
Concerns:

- *Need to verify the positive impact of school library skills on state student proficiency test scores.* Request the development of a rubric that validates the alignment of the 9 Information Power standards with student proficiency assessment tests. Include examples of best practice with each standard correlation.
- *The role of the school library media specialist in reading literacy is unclear.* Need a clarification of the slms role in reading literacy.
- *Low voter participation.* Improved voting participation at the state level might increase voter response within AASL.

Region reports are due 30 days prior to every midwinter meeting and annual conference.
Please send the completed form to: AASL Reports, 50 E. Huron, Chicago, IL 60611

Region V (Alabama, Florida, Georgia, Louisiana, Mississippi) Report Summer 2004

Alabama Instructional Media Association
Contact Info:
President: Linda Parker - Lkparker6250@yahoo.com
Conference Dates:
Web Site: http://www.alaima.org/index.htm

Activities:
- Has setup a statewide listserve: Alabama Library Media Specialists (ALMS) is an online community of media specialists who share information, knowledge, and skills - http://groups.yahoo.com/group/alms/

Florida Association for Media in Education
Contact Info:
President: Sandra McMichael - sandymc@bellsouth.net
President-Elect: Dr. James Carey - jcarey@chuma1.cas.usf.edu
Conference Dates: November 3-5 in Tampa, Florida
Web Site: http://www.floridamedia.org/index.htm

Activities:
- President of AASL was present at most recent conference and spoke to a group. This helped raise the presence of AASL.
- One major issue in Florida is the certifying of media specialists by passing a test instead of university courses. We addressed this during the recent legislative session but no changes.
- Donna Baumbach from University of Central Florida released her Florida Study "Making The Grade" which echoed all other studies about the importance of media specialists. Currently we are busy marketing this study to county superintendents, newspapers, legislators and other key people in Florida.

Georgia Library Media Association
Contact Info:
President: Millicent D. Norman – mkdnorman@juno.com
President-Elect: Caywood Cornelius – ccornelius@gcbe.org
Conference Dates: COMO XVI will be held in Athens, Georgia October 13-15, 2004
Web Site: http://www.glma-inc.org/

Activities:
- Launched School Libraries Advocacy Campaign to Restore the Funds to Library Media Centers Across the State with a web site full of resources - http://www.glma-inc.org/restorefunds.htm
- Participated in Library Legislation Day at the state capital building in Feb. and met with legislators to discuss hot topics such as funding cuts.

- Summer Camp Workshop will be held in Macon, Georgia in June 21-23.
- Supporting the Helen Ruffin Reading Bowl program as it goes statewide.
- Participating in giving feedback on the new proposed Georgia Performance Standards and how they will impact library media services.

Louisiana Association of School Librarians
Contact Info:
President: Linda Holmes - holmesl@wfpsb.org
1st Vice President: Kathryn Arrington - karrington@ebrpss.k12.la.us
Conference Dates: April 26-28 Alexandria, Louisiana
Web Site: http://www.llaonline.org/

Activities:
- Created an online database of lesson plans and other useful information to help implement the national library media center standards found in Information Power II - http://www.llaonline.org/
- Assisted in the 2004 Revision of the Louisiana Guidelines for School Media Programs - http://www.doe.state.la.us/lde/ssaa/1811.html
- Promoting the @Your School Library Campaign in newsletter: http://www.llaonline.org/newsletters/LASL_Feb2004.pdf
- Sponsor of the Louisiana Young Readers Choice Award

Region: __VII_____

Director: _Jo Ellen Priest Misakian _____

What have you done to represent AASL in each State in your region? *Include activities that publicize AASL, help AASL presence expand in the region, and give service to the Affiliates.*

Our far-flung region seldom meets outside of the Affiliate Assembly and finds it is difficult to even maintain close communication. We do however, communicate via email and publicize AASL within each of our respective states.

California: Announcements about AASL activities and workshops are made at the membership breakfast held during the California School Library Association. Attendees are urged to join and renew membership in AASL. Pertinent information gleaned from the AASL-L is immediately forwarded to the calibk12-L on a regular basis. Information on AAA's electronic voting procedures and a reminder to vote in the election was posted on calibk12.

Hawaii: Fifteen librarians were able to attend the AASL conference in Kansas City. By attending different sessions, attendees were able to bring a great deal of information back to share with HASL and school librarians. Fran Roscello, AASL President, attended the January 2004 HASL state conference. The theme was "Increasing Student Achievement: The Value of a Librarian." Dr. Gary Hartzell was the keynote speaker.

What AASL Regional or State activities have occurred to advance AASL initiatives? *For example @your library programs, IP2 activities, etc.*

Arizona: The biggest initiative (co-sponsored by the Teacher-Librarian Division and the Campaign to Save Arizona School Libraries) was the No School Left Behind @ Your Library (TM) Tour. It took place on March 9, 2004, for Arizona legislators and Department of Education, and again on April 13, for the Arizona Legislative Children's Caucus. The tour received statewide media coverage and was picked up by the Associated Press and several Internet library Weblogs, including American Libraries Online.

California: Cuts in school library personnel are rampant in the state, but the library community has risen to the challenge. Letter writing to and appearances before school boards are occurring in several communities. Library folk have sent and had published numerous letters and articles in their local newspapers. The @Your Library toolkit provided by AASL has been a valuable resource.

What are major issues concerns, or accomplishments in your region?

Arizona: Statewide staffing levels are being evaluated in preparation for lobbing a state senator or representative to sponsor a bill requiring a full-time teacher-librarian in every K-12 public school and to reinstate a school librarian position in either the State Library Department or the Arizona Department of Education.

California: The long awaited CSLA *Guidelines and Standards for Strong School Libraries in California* has a July 2004 release date. A major concern is the layoffs and/or cutting hours of library media teachers and paraprofessionals. Because of state budget issues, schools all over California are struggling to maintain services and often look toward the library as a place to cut expenses.

Nevada: Budget cuts, integrating information literacy standards into the curriculum, and dealing with NCLB are major concerns. A Nevada Library Association preconference for school librarians will be held in August. School librarians were a part of IRA conference in Reno this past year.

Hawaii: A freeze on hiring any new librarians is in place. This is having a major impact on secondary and some large elementary schools. The maximum number allowed in the state precludes hiring librarians for new schools being built. Bringing keynote speakers to the Islands is cost prohibitive and does not permit bringing in well-known people to speak to the library community on current topics of interest. The University of Hawaii-Manoa Library and Information Sciences Program and DOE School Library Services are working together to develop an Advocacy Toolkit to send out to public and private schools at the beginning of next year. HASL's portion is the production of an 8-minute Advocacy video, "Libraries-Links to Learning," showing a variety of librarians (elementary, middle, and high schools) collaborating with teachers and instructing students. Our focus is on the impact on students and their comments.

Note: Utah is in the process of re-affiliating with AASL

Region reports are due 30 days prior to every midwinter meeting and annual conference.
Please send the completed form to: AASL Reports, 50 E. Huron, Chicago, IL 60611

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
SECTION REPRESENTATIVE
REPORT FORM

SECTION: INDEPENDENT SCHOOL SECTION

REPRESENTATIVE: Kathleen V. Ellis

SUMMARY OF ACTIVITIES:

1. We have been working with NAIS to increase communication through and representation of library issues on the NAIS website. ISS Chair have been the main source of contact.
    a. Conversation with NAIS Exec. Director led to the initiation of an NAIS sponsored lsitserv for librarians of independent schools who may not be members of ISS/AASL. The listserv opened in September, 2003.
    b. Further conversation is ongoing as a means of working towards inclusion of useful basic library data in the StatsOnline section of the NAIS website. That conversation will continue into next year in hopes that some can be implemented.

2. ISAS [Independent Schools of the Southwest] was provided with a wealth of information to assist in updating the accreditation guidelines for ISAS schools.

3. ISS has established two new committees. Both committees will include virtual members.
    a. The Web Presence Committee will manage the ISS presence within the ALA/AASL web structure keeping the information current and gradually building a useful collection of links.
    b. The Data Committee will work toward a member survey of statistically useful data about our libraries, data that can be analyzed and posted to our own website.
4. The publications we submitted to the AASL Publication Committee over a year ago has been approved,

5. We currently have 857 members on our listserv

OTHER PROJECTS AND ACTIVITIES:

The establishments of two committees to focus on both our web presence in ALA/AASL and data collection related to independent school librarianship.

MAJOR ISSUES, CONCERNS, ACCOPMPLISHMENTS IN SECTION:

The impending publication of our pamphlet "A Student's and Parent's Guide to Evaluating Lbraries in Independent Schools" is a major accomplishment.

Action Needed:
- ❑ None
- ❑ Staff follow-up
- ❑ Board Motion (Complete Board Motion form and turn in with your report)

Region/Section reports are due 30 days prior to every midwinter meeting/annual conference.
Please send the completed form to: AASL Reports, 50 E. Huron, Chicago, IL 60611.

Annually all sections, committees and ad hoc groups identify programs and activities that support the plan for the current year and the year that follows as well as those programs or activities that are no longer relevant. This information should be submitted annually to the AASL office as part of the unit's annual report.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
REGIONAL-SECTIONAL REPRESENTATIVE
REPORT FORM

REGION/SECTION   Supervisor's Section
DIRECTOR/REPRESENTATIVE   Jody Gehrig
DATE   June 1, 2004

SUMMARY OF ACTIVITIES
The Supervisor's Executive Committee met informally at Midwinter to draft candidates for Chair-elect and Representative to the AASL Board.

OTHER PROJECTS AND ACTIVITIES
Supervisor's Section will be hosting a program at Annual Conference, 2004 on Monday, June 28, 2004 from 8:30 to 10:00 a.m.. Doug Johnson is in charge of the presentation.

MAJOR ISSUES, CONCERN, ACCOMPLISHMENTS IN REGION/SECTION
Supervisor's Section is struggling to keep an active Executive Committee to ensure strong AASL programming for the community of supervisors.

BOARD ACTION REQUIRED
None

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Committee Reports

Background: The committee reports are included in the *2003-2004 Annual*
Report to Membership.

Action Required: None

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Letter Regarding Improving Literacy Through School Libraries

Background: Shortly after Midwinter, the Department of Education solicited
input on the administration of the Literacy Through School
Libraries Program. Based on comments received from a
solicitation on AASLFORUM, the Washington Office prepared the
following letter.

Action Required: None

February 12, 2004

Margaret McNeely
U.S. Department of Education
400 Maryland Avenue, SW
Room 5C130
Washington, DC 20202-6200

Dear Ms. McNeely:

The American Library Association (ALA) is the oldest and largest library association in the world with some 64,000 members, primarily school, public, academic and some special librarians, but also trustees, publishers, and friends of libraries. The Association's mission is 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.

These comments have been put together with the active participation of the American Association of School Librarians.

In response to the Department's invitation to comment on the proposed addition of competitive preference priority to the Improving Literacy Through School Libraries Program for projects in grades K-3, we believe this proposal will create the opportunity for school libraries to increase their impact on reading skills among children. With these changes, library programs such as after-school reading groups, parent-child reading programs, and other types of reading encouragement can still be funded. There is a difference between the teaching of reading skills and the encouragement of reading and reading enjoyment.

As you may know, many elementary schools are least likely to have qualified professional staff (school library media specialists) in individual schools, rather than required to cover many schools at once. This grant program can jumpstart the school district's awareness of how limiting not having enough professionals can be for the students.

Encouraging enthusiastic use of print resources is an important start to a lifelong reading habit. That enthusiasm begins to wane in the 4th grade, and continues through middle school. We need to strengthen and enhance that enthusiasm, to enable reading to continue.

This grant must provide for the purchase and access to books for the K-3 age group in the school library media center, not the classroom. While it may be difficult to eliminate provisions for "classroom libraries," effective uses for this grant need to be connected to the school library.

In the future, encouraging reading enthusiasm in middle school should be a priority. Parents, teachers and librarians need more ways to encourage this middle school group to continue to read, or to re-assume their reading habits from an earlier age.

In responding to the Department's proposal to clarify what would be eligible activities, we think this would be an exciting use of these funds, especially if higher education institutions would be permitted to apply, or if librarians at the university level could apply jointly with school districts.

This would encourage university-school partnerships, perhaps even professional development schools that are partnerships between school library media education programs and school districts. These partnerships could focus on the development of school library collections, providing more access to books and reading, and provide the profession with research opportunities to work with classroom teachers and the school library media specialists in collaboration.

Too many of our nation's school libraries are in dreadful shape, with no professionally trained staff and inadequate collections. This grant program begins to address these needs, but we are far from offering America's children the resources they need to get a 21st Century education.

Sincerely,

Emily Sheketoff
Executive Director
Washington Office of the American Library Association

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: ALA Annual and Midwinter Skeleton Schedules

Background: The following skeleton schedules for the 2005 ALA Midwinter
                     and Annual meetings have been approved by the ALA Executive
                     Board.

Action Required: None

American Library Association
Midwinter Meeting, Boston, MA
Skeleton Schedule
January 14-19, 2005

Day/Date	8:00am 9:00am	9:00am 10:30am	11:00am 12:30pm	12:30pm 2:00pm	2:00pm 4:00pm	4:30pm 5:30pm	5:30pm - 7:30pm
Thursday 1/13/2005						ALA Exec Bd.Executive Committee	
Friday 1/14/2005	Registration Open - 8:30am - 7:00pm						
	ALA Office Open		Exec Bd Mgt. Briefing Noon-1:00pm	Exec. Bd 1 1:15pm - 4:45pm		Exhibits Ribbon Cutting 5:15pm - 5:30pm	Exhibits Open/ All Conf. Recept. 5:30pm - 7:30pm
Saturday 1/15/2005	Registration Open 7:30am-5:00pm						
		Exhibits Open 9:00am - 5:00pm					
	Council Orientation 8:30am - 10:30am		ALA Pres.Candidates' Forum 11:00am - 12:00pm		BARC/PBA to 3:30pm		
					No/low conflict meeting time 3:30-5:00pm		
Sunday 1/16/2005	Registration Open 7:30am-5:00pm						
		Exhibits Open 9:00am - 5:00pm					
		Council/Ex Bd/Memb Information Session 9:00am - 10:00am		ALA Presidents Program. 3:00pm - 5:00 pm			
		ALA-APA Information Session 10:00-10:30		No/low conflict meeting time 2:00-3:30pm			
Monday 1/17/2005	Registration Open 7:30am - 12:00pm						
		ALA Council I - 10:00 - 11:15am	Exec Bd Cand Forum	ALA Executive Board, 1:30pm 2:30pm & 3:15pm- 4:30pm			
				ALA-APA Executive Board of Dirs. 2:35pm - 3:05pm			
		No/low conflict meeting time 9:00-10:30am					
		Exhibits Open 9:00am - 2:00pm (Tech. Showcases)					
Tuesday 1/18/2005	ALA-APA Council I 8:30am - 9.30am						
		ALA Council II 9:45am - 12:15pm					
Wednesday 1/19/2005	ALA Council III 8:00am - Noon				ALA Exec Bd 3		
			ALA Office Closes Noon	Actual time depends on Council 3 end time			

American Library Association
Annual Conference Skeleton Schedule
June 23-29, 2005
Chicago, IL

Day/Date	Before 8:00am	Block 1 8:00am-10:00am	Block 2 10:30am-Noon	Lunch Noon - 1:30pm	Block 3 1:30pm - 3:30pm	Block 4 4:00pm - 5:30pm	5:30pm 7:30pm	Block 5 7:30pm - evening
Thursday 6/23/05		Registration Open 8:30am - 7:00pm				Exec Board Executive Committee		
Friday 6/24/2005		Registration Open 8:30am - 8:30pm						
		ALA Exec Board I (8:30am start)			BARC/PBA	BARC/Divisions		
Saturday 6/25/2005		Registration Open 7:30am - 5:00pm						
		Ribbon Cutting (8:45); Exhibits Open 9:00am - 5:00pm					Opening Gen'l Session Start 5:30pm	
		Tracks Progs	Track 1 Exhibits Only Tracks Progs		Track 2 Exhs. Only Track progs.	All Tracks - Progs Membership I (until 5:00pm)		
Sunday 6/26/2005		Registration Open 7:30am - 5:00pm						
		Exhibits Open 9:00am - 5:00pm						
		Track 3 Exhibits Only Track Progs	Track 4 Exhibits Only Track progs		Track 5 Exhs. Only Tracks Progs	Track progs		
		ALA Council/Exec Board/Member Info Session, 9:00-10:00am *ALA-APA Info Session, 10:00-10:30am* ALA Council I, 10:45am-12:15pm			ALA President's Program 3:00pm - 5:00pm			Scholarship Bash
Monday 6/27/2005		Registration Open 7:30am - 5:00pm						
		Exhibits Open 9:00am - 5:00pm						
		Track 6 Exhibits Only Track Progs	Track 7 & 8 Exhibits Only Track progs		Track 9&10 Exh. Only Track Progs.	Track Progs		
			Membership II 11:00am -12 noon		ALA Exec Board II (1:30pm - 4:30pm)			
Tuesday 6/28/2005		Registration Open 7:30am - Noon					Awards Reception & Inaugural Banquet	
		Exhibits Open 9:00am -2:00pm						
	Final Speaker(s) 8:00-9:00am							
		ALA-APA Council I, 9:15-10:15am ALA Council II, 10:30am-12:45pm						
Wednesday 6/29/2005		ALA Council III			ALA Executive Board III (Start time depends on end time of Council III)			

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Crystal Apple Recipient

Background: This award is given annually at the discretion of the AASL
President.

Action Required: None

AASLAmerican Library Association

American Association of School Librarians
a division of the American Library Association

AASL NEWS
For Immediate Release
Contact: Keidra Chaney
Phone: 312-280-4381
FAX: 312-664-7459

BOUND TO STAY BOUND BOOKS, INC. TO RECEIVE CRYSTAL APPLE AWARD AT ALA MIDWINTER MEETING

The 2004 recipient of the American Association of School Librarians Crystal Apple Award, Bound to Stay Bound Books, Inc., will be honored at the ALA Annual Conference. Frances R. Roscello, AASL 2003-2004 President, will present the award to Robert Sibert, President of Bound to Stay Bound Books Inc. at the American Library Association Annual Conference in Orlando, Fla. on Monday, June 28, 2004 during the AASL Awards Luncheon.

The Crystal Apple Award is given at the discretion of the AASL President to an individual or group who has had significant impact on school libraries and students. In her recommendation, Fran Roscello specifically cited Bound to Stay Bound's scholarship program for first-time attendees at the AASL National Conference.

The American Association of School Librarians (AASL) is a division of the American Library Association (ALA). AASL promotes the improvement and extension of library media services in elementary and secondary schools as a means of strengthening the total education program. Its mission is to advocate excellence, facilitate change, and develop leaders in the school library media field.

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: NBPTS Position Statement

Background: One of the functions of the NBPTS Special Committee was to develop a position statement on NBPTS certification.

Action Required: Approval by consent

Support for National Board of Professional Teaching Standards Certification*

AASL supports National Board certification as recognition of accomplished teaching in the field of library media. AASL further recognizes that the National Board standards are closely aligned with its own which support the role of the library media specialist as a teacher, instructional partner, information specialist, and program administrator as outlined in <u>Information Power:</u> <u>Because Student Achievement IS the Bottom Line.</u>

National Board assessment measures what an accomplished library media specialist should know and should do in the context of their daily work. AASL members are encouraged to pursue National Board certification as a way of demonstrating their accomplished practice and as a means of professional development.

Library media specialists who complete National Board certification are encouraged to mentor candidate in appropriate ways and to use the knowledge they have gained to better the field. They should also continue their professional development as contributing members to their professional organizations on the local, state, and national levels.

Further, media specialists should support all teachers seeking National Board certification by providing a space to work in the school/district media center and providing research tools for test and portfolio preparation.

*Title of the position statement should reflect the most powerful idea. The National Board's main objective is to certify library media specialists as teachers. Our role as a teacher is stated only in the position statement on Outcomes Based Education.   Our role as teachers needs to be reflected in other position statements.

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: ALA Continuing Education Business Plan

Background: In 2001, the ALA Executive Board requested that each of the
business interests in the association develop a Business Plan.
Some of these plans were developed solely by the business unit
(e.g. the Publishing Plan was developed by ALA Publishing).
Others – those that cut across the interests of several units (e.g. the
Membership Plan) - were developed collaboratively. A staff team
– including all of the division Executive Directors – is currently
working on a CE Business Plan. The draft that was presented to
the ALA Executive Board at its spring meeting is included here for
your information.

Action Required: None

KNOWLEDGE & NETWORKING:
ALA CONTINUING EDUCATION

I Introduction: CE at ALA

ALA has a long history in continuing education. Continuing education is a key area of focus for ALA's membership divisions – and often for ALA round tables and for ALA committees. Two Council-approved statements offer a framework within which staff approached development of a continuing education business plan.

ALA Council Resolution, June 1979:

The ALA accepts responsibility for the promotion of continuing education for persons involved in library service…ALA will set standards for continuing education programs for librarianship and will provide for periodic review and updating of these standards. ALA will work through its chapters to encourage funding for continuing library education at state and local levels. ALA will also press, as part of its legislative program, for federal funds that will include continuing education scholarships and for funds for development of model curricula. ALA will cooperate and coordinate its efforts with other providers of continuing education. There will be a strong relationship between ALA's continuing education program and the Association's policies. As new policies are adopted by the Association, their implications for the continuing education program will be reviewed.

ALAction 2005

By 2005, ALA will be a leader in continuing education for librarians and library personnel.
- *ALA will have the allied professional association (501c6) structure essential for certification, as well as the ALA policy framework, and have launched one or more certification programs.*
- *ALA will use computer/communications technologies to provide a variety of continuing education programs for members.*
- *ALA will have an effective, cooperative structure for coordinating continuing education across the breadth and diversity of the Association and its units.*
[Note: Only the main goals of ALAction 2005 were approved by the ALA Council, not the bulleted strategies.]

II CE Business Plan Objectives

Starting in 2003, ALA MPS, along with other ALA continuing education providers and supporters, set out to develop an integrated business plan for continuing education at ALA. The following objectives were developed:

- ➢ To build on the unique ALA organizational structure – leverage its strengths and manage its weaknesses.

- ➢ To enable ALA to increase its presence in the library continuing education environment and to market ALA CE more aggressively and more effectively.

- ➢ To define an internally collaborative structure in which "coordination" occurs within the collective body rather than in a "top-down," centralized mode.

- ➢ To take advantage of the content-centric, digital environment to offer a broader range of content "packages," geared to the needs and wants of individual members and other customers.

Based on feedback from members, on the experiences of the broader association community, and general reading, the following assumptions were articulated:

> The generational shift will make us more mobile and more digital, with increasingly multidimensional careers.

> Products/services will be more digital – BOTH delivery and underlying technology; therefore, pieces will be more easily recombined, repurposed, reutilized.

> Competition will push everyone – including ALA and its divisions – to look at new, different niches; employment patterns are also creating new niches.

> Capturing attention is hard; there is lots of competition for both new and traditional audiences, and lots of choices.

> Large-scale customization is expected. ("I want what I want – not what you want to give me.")

> Technology will be pervasive.

> Ongoing personal development – including, but not limited to, staff development – will be essential, even more essential than it is now.

> Change will be constant – so continual environmental scanning will be essential.

> Collaboration will win – in the long run.

III   Current ALA Continuing Education Products and Services

Continuing Education – excluding conference registration – as a business represents approximately $1,000,000/year in gross revenues – with wide variations from year-to-year. The complexity of the environment is signaled by the need to "back out" conference registration – which many members consider a CE investment. Indeed, a key issue is the growing convergence in a digital world of three business plans: Publishing, Conference and Continuing Education. *Continuing Education* today encompasses a broad range of specific products and services, many in a transitional state as staff and members respond to changing technology, changing demographics, changing institutional patterns (in all library environments – K-12, post-secondary, public), continuing travel issues (e.g. terrorism/war concerns, epidemics, airline restructuring of schedules and prices, airport "hassle," etc.), and budget restrictions. ALA's current continuing education activities, excluding conference programming (which would constitute a fifth category, typically delivered face-to-face) may be clustered into four broad categories:

1. Face-to-face, standalone institutes

> Direct – Sponsored and managed by ALA/Division

Most ALA divisions currently offer standalone, face-to-face institutes – most commonly in one-day or two-day formats. A number of divisions have developed recurring, multi-track institutes – e.g. the LITA Forum (annual), the LAMA National Institute (biennial), the ALSC National Institute (annual), the PLA Spring Symposium (biennial), the AASL Fall Forum (biennial). These are multi-track institutes, ranging in length from 2-3 days. They may be preceded by "pre-conferences."

> Indirect – Licensed Workshops/Institutes

ALA divisions have been licensing CE for at least 10 years. The typical CE license is (a) for a one-day workshop, (b) licensed to a regional/state association, library consortium, school district or education service center, or a state library agency. The fee typically includes speaker costs (including honorarium and travel), other direct expenses, one-copy of course materials (with the licensee responsible for duplicating) and an administrative fee to cover the provider's management cost. Licensed CE offers the licensor the opportunity to spread CE development cost over a greater number of "offerings." The fixed fee structure also eliminates some risk, since the licensee assumes the marketing/attendance risk.

2. Pre-conferences/Pre-Midwinter Institutes

➢ Annual Conference.

ALA and its divisions have long offered half-day, one-day or two-day workshops in conjunction with the ALA Annual Conference. While these pre-conferences require an additional registration fee, they offer the attendee the opportunity to maximize the return on airfare and travel time. By creating a "critical mass" of targeted content, pre-conferences also serve to draw people to the annual conference who might not otherwise attend – but who will stay to see exhibits and some programs if they are going to a pre-conference.

➢ ALA Midwinter Meeting

In the last three years, the number of pre-Midwinter Institutes has risen sharply. As with summer pre-conferences, they provide an attractive "package" for members who are able to combine an intensive continuing education experience with an opportunity to see the exhibition, attend meetings and discussion groups, and participate in association governance. Like summer pre-conferences, they require an additional registration – but allow the attendee to spread travel costs over multiple events.

3. Web-delivered continuing education

➢ ALA has been building experience with web-delivered continuing education for almost a decade, beginning with AASL's ICONnect project in 1996. AASL went on to offer 15 courses under the ICONnect Online Courses umbrella (ICONnect Technology Initiative). A total of 19,114 users participated across the 15 courses. There was no fee for the courses.

➢ ACRL began e-learning webcasts – generally "re-purposing national conference content" – in Fall 2001. The first ACRL web course – *All Users Are Local: Bringing the Library Next Door to the Campus Worldwide* – launched in November 2002, using WebCT as a platform.

➢ ACLTS worked with a major university to develop and support delivery of a web-delivered basic skills workshop: *Fundamentals of Acquisitions*, which launched in Spring 2001. The course has been offered 4-5 times/year and lasts for 4 weeks, with multiple sessions. Another ALCTS "*Fundamentals*" course is in development.

➢ In 2000-2001, ALA purchased a WebCT license, contracted with Southern Illinois University at Carbondale for technical assistance, trained staff and began development of a "pilot" course – *Copyright and Fair Use in the Library*, with Carrie Russell (OITP). That "pilot" course was first offered in November 2002. That pilot course now requires

updating -- but portions of it remain reusable and it provided invaluable learning experience.

4. Publishing + CE

> CE "packages" involving both publishing products and face-to-face or web-delivered continuing education offer the opportunity to spread content development costs and/or to gain marketing leverage.

> Beginning in 1998, AASL used continuing education to implement the strategies of *Information Power*.

> PLA's *Creating Policies for Results: From Chaos to Clarity*, part of the Results series, provides the basis for a train-the-trainer workshop and for a one-day workshop for paid attendees.

> YALSA is developing regional institutes to implement the service philosophy in its FY2002 publication *New Directions in Library Service to Young Adults*.

> An ALA Editions title was "packaged" with the web-delivered copyright course.

IV. Competition in Continuing Education

Continuing Education providers within ALA face an array of external competitors – of all types and within all price ranges (including free). Within the library environment, continuing education is being provided by various national, regional and local library associations; by state library agencies; by other nonprofit agencies – e.g. OCLC and its regional affiliates; by for-profit organizations, including many ALA exhibitors; by publishers; by some LIS programs; and, by individual contractors. The number and range of competitors is so large that tracking within specific, narrow content areas (vs. continuing education in library and information services broadly) is necessary. Competitive "snapshots" taken in 2002-2004 included the following:

> The University of North Texas SLIS received a 2003 National Leadership Grant (IMLS) to partner with the Northeast Texas Library System to create web-based courseware for continuing education for public librarians.

> The Dynix Institute provided no-cost web-based continuing education for library staff.

> ALA exhibitors (both for-profit and not-for-profit) provide continuing education programs during ALA and Division National Conferences -- typically with no charge to the attendee.

> In 2002, the Bill and Melinda Gates Foundation awarded OCLC a 3-year grant to build a portal providing education to public libraries and other organizations providing open access to information. The mission of that portal – WebJunction – is to be an online community of libraries and other agencies sharing knowledge and experience to provide the broadest public access to information technology. Notably, it will be a source for online courses, web-based training and access to courses developed by a variety of providers (including graduate LIS programs).

(In any discussion of competition, it should also be noted that ALA staff and members often see themselves in a <u>competitive internal environment</u>, in which a member may be choosing between institutes or pre-conferences offered by various divisions, roundtables and other ALA groups.)

In comparing ALA CE-providers to a broad range of external alternative providers, the logical questions are: ***What assets does ALA have in this arena? What liabilities must ALA overcome?***

1. <u>Assets</u>: In analyzing ALA's position within a complex CE business environment, the following organizational assets were identified:

   ➢ <u>Membership scope and breadth</u>. In comparison with other library-based association, ALA has a national – and increasingly international – membership (cf. regional, state, local associations), a membership that embraces multiple types of libraries, and a broad range of specializations in comparison with other national library-based associations.

   ➢ <u>Organizational continuity</u>. Unlike many regional, state and local associations, ALA has the continuity provided by a headquarters staff. Skills sets and knowledge may be developed and experience accumulated over a period of years. Turnover remains relatively low.

   ➢ <u>Standards for professional practice</u>. Many ALA divisions have defined "competencies" and guidelines within their respective specializations. Three divisions are in the process of fully defining a "standard for professional practice," which will become the basis for the ALA-Allied Professional Association's initial certification program: the Certified Public Library Administrator. To the extent that those (and future) competencies and standards for professional practice are accepted by the field, they may be a significant driver of continuing education content, to which non-ALA providers will necessarily respond.

   ➢ <u>Functional breadth</u>. ALA possesses a broad range of delivery options – publishing (journal and book, print-on-paper and electronic), national conferences (both ALA and ALA Division), website, and various standalone institutes and workshops, including some on well-established annual or biennial schedules.

   ➢ <u>ALA's extensive network of chapters and affiliates</u> – including divisional affiliates – provide significant "reach." In "train-the-trainer" proposals, for instance, the capacity to reach into all 50 states is a commonly noted asset.

2. <u>Liabilities:</u> To be viable, ALA must also overcome or manage some liabilities – often the "flip-side" of ALA assets -- in relation to other continuing education providers.

   ➢ <u>Cost</u>. Continuing education is positioned as a revenue-based product/service as well as a mission-driven service at ALA. Some providers –e.g. publishers, technology vendors – additionally position CE as a marketing strategy, as customer support or as an adjunct to other products. Still others – e.g. state library agencies – may provide "subsidized" staff development – utilizing federal, state or private grant funds. In addition, ALA's organizational and governance complexity is a cost factor.

   ➢ <u>Internal competition and mission conflict</u>. CE is typically developed and offered at ALA within an internally-competitive environment, which often makes potentially-profitable collaboration difficult. Divisions, roundtables and other

providers often see themselves in competition for the same potential audience – an audience with limited CE dollars. Further, divisions – required by policy to generate the revenue to support their staff and programs – find themselves in competition with core ALA policy units – e.g. OITP, OIF – which do not see themselves constrained to support their operating costs and which may see their mission as pushing out <u>free or low-cost</u> continuing education – sometimes in competition with revenue-generating division programs.

➢ <u>Noise.</u> The sheer volume and range of ALA communications creates substantial "noise" in the marketing and communications channels. Faced with too many emails or too many communications, including information about continuing education programs, members may simply tune out.

➢ <u>Slow "time to market."</u> The combination of an organization strongly committed to participative development with ongoing economic constraints tends to make ALA slower than some other competitors. Larger units may address this through contractual services; others are not able to do so.

V.   Future Products and Services – Key Strategies

In looking at future directions, *leverage* is the encompassing theme. Examination of assets and liabilities suggests several key strategies for ALA CE in the coming years:

1. <u>Curricula – or "streams" of content.</u> ALA's breadth, continuity and involvement in definition of competencies and standards for professional practice all support the development of continuing education offerings as part of larger "curricula" – vs. standalone, single courses. These curricula may cross existing unit lines, e.g. the LAMA/PLA/ASCLA collaboration around the CPLA program. Likewise, content areas – e.g. acquisitions – may be offered at successively higher skill/knowledge levels.

2. <u>"Blended" products/services</u>. "Blended" products/services likewise take advantage of an ALA organizational asset. There have been several examples:

   ➢ PLA's *Results* series, with ALA Editions, has become a key asset for both PLA and ALA Publishing; recently, PLA has extended the impact of *Results* titles by developing accompanying continuing education programs.

   ➢ AASL's *Information Power* was implemented through a 3-year series of train-the-trainer programs.

   ➢ ACRL has combined face-to-face and web delivery.

3. <u>"Umbrella" marketing of CE</u>. In 2003, the Ontario Library Association began marketing CE from its many divisions and providers under an association-wide "umbrella": *ei* or *Education Institute*. Offerings include short audio sessions, face-to-face workshops and web-delivered courses of varying lengths. A consolidated marketing piece is shrink-wrapped with OLA's regular journal. OLA has reported a substantial increase in CE attendance. Other organizations, including other associations, have also offered periodic CE catalogs, consolidating CE offerings from a range of sources.

   ➢ An ALA "umbrella brand:" has been proposed.

➤ A consolidated catalog or continuing education brochure is being developed, for distribution with *American Libraries* as well as separate distribution. The catalog will market CE offered by all ALA units, including face-to-face, web-delivered and blended CE products. It may also include ALA/Division publishing products specifically related to upcoming CE.

➤ In late FY2004, ALA will make a searchable, web-based continuing education clearinghouse available on the website. A succession of member-developed plans recommended development of a CE "clearinghouse." This became feasible with development of the ALA website and implementation of the content management system. Implementation began early in 2004. The "clearinghouse" is a searchable database of CE offerings by ALA and, potentially, others. Providers – both ALA and external – will use a "self-entry" form to add to the clearinghouse. Other clearinghouses exist within the LIS field, but ALA is well positioned to develop a broad-based, comprehensive array of CE offerings, building on those of ALA and its divisions. The clearinghouse function is consistent with "best-practice" in other associations, notably those within professions where formal continuing education has a high value – e.g. law (ABA) and medicine (AMA).

   o The "clearinghouse" will ultimately allow users to link from/to competency and performance standards developed by ALA divisions. This will assist individuals seeking to guide their careers along defined development paths.

4. Reuse of "CE bits." The cost of CE-development is high – and <u>increases</u> with the shift to web-delivered CE, which requires the additional investments of graphics, instructional design and IT staff, as well as content provider and staff costs. Successful CE providers – particularly commercial providers of web-delivered CE – attack the cost-of-content issue by defining "content" in smaller pieces, which can be (a) separately updated and (b) <u>recombined or repurposed</u> to produce additional products. This means visualizing CE not as intact "one-day" or "two-day" workshops but as sequences of many related elements, which may be separately acquired or developed and offered. (The ALCTS re-conceptualization of its pre-conference format may be seen as a move in this direction.)

   ➤ Recombining/reusing "components" allows CE providers to spread development costs across more products/services.

   ➤ Recombining/reusing "components" from multiple ALA units requires new "management practices" – e.g. clear definition of terms and conditions, allocation of revenues/expenses.

5. Collaboration. Collaboration allows ALA CE providers to spread costs and risks. Competition for scarce IT resources is also likely to continue – even grow – within ALA. This makes it essential to identify and effectively "partner" with external – and internal -- collaborators. Several current models provide starting points:

   ➤ LITA, LAMA and other divisions currently license continuing education institutes/workshops to external providers – including both other library associations (e.g. state chapters or affiliates) and other nonprofits (e.g. OCLC regional organizations). These are "fixed fee" arrangements, with the licensor assuming the risk and rewards.

   ➤ ALCTS collaborated with a major university to develop and deliver the first component in its "Basics" series of courses.

6. <u>Greater flexibility/variety in "packaging."</u> Apart from Conference sessions, ALA CE has been envisioned as a selection of half-day (pre-conferences), one-day (pre-conferences, institutes, workshops) and two-day or longer (pre-conferences, institutes, workshops) offerings. The shift to web-based CE has tended to build on that pattern. Integration of a variety of technology, however, makes a wider range of options – from one-hour audio sessions to multi-week web-delivered courses – feasible.

   ➢ Example: ASAE's Knowledge Networks provide short (two-hour) sessions by audio-conference from an office or conference room -- or home. Participants may subscribe to a block of "knowledge networks" – with the subscriber selecting 13 of 20 available topics.

   ➢ Many for-profit companies employ "just-in-time" web modules, intended to provide quick training (or retraining) on narrowly defined topics. These are typically directed at staff faced with infrequently used (and therefore easily forgotten) processes, in "emergency" or fill-in staffing situations, in new positions.

7. <u>Development of standard "templates."</u> Various divisions have developed business models for continuing education programs, which enable them to project financial performance. Flexible use of standard models, easy availability of a range of model documents (e.g. content provider agreements, license agreements) will facilitate both effective use of scarce staff resources and positive financial performance.

   ➢ At present, the largest difference in pricing (and budgeting) strategies relates to the accounting for staff cost. ACRL, notably, allocates out staff cost and other administrative costs, to specific products and services, providing "true cost" picture. Other units are considering this approach.

   ➢ A variety of supporting legal documents have also been developed, working with ALA legal counsel. These will be made centrally (electronically) available for use by all ALA units.

VI. Products and Services for Whom: the ALA CE Marketplace

1. <u>The marketplace for continuing education is complex.</u> At minimum, it includes the following:

   ➢ <u>Other organizations – including other associations and nonprofit providers</u>. The demand for "programming" and CE is high; the cost of CE development is also high. That presents an opportunity for licensing by ALA and its divisions. Regional, state and local library associations, along with systems, school districts and education service centers, constitute the major current market for ALA licensed institutes. At the same time, it is important to note that funding for licensed institutes is vulnerable when budgets are cut – as they have been during the past two years.

      o A participant at the AC2003 PBA noted that 90% of library staff are using regional and local sources for CE. She suggested that ALA's role be to gather experts, develop curriculum and "train the trainer."

- ➤ Individual libraries (e.g. many major urban libraries), as well as school districts, are increasingly providing "in-house" CE. Given the high cost of CE development, this offers another avenue for licensing.

- ➤ Individuals – librarians, library support staff, trustees. The ALA CE market will be younger, more "digital," more diverse. These demographic changes will impact content, presentation and delivery options. A broader range of learning styles must be accommodated.

  - o Historically, ALA CE development has tended to focus on librarians, with some (limited) attention to trustees. It must increasingly address the differing needs and expectations of librarians, library support staff, trustees – and, potentially, library (public) advocates. Collaborative ALA CE development, marketing and tracking will be vital to the development of "membership value" packages, to attract and retain members.

  - o International initiatives also drive increased focus on web-delivery – and greater attention to variations in policy, practice and language.

  - o ALA and its divisions have used and need to find ways to increase scholarships for continuing education – to "validate" the importance of ce and to encourage young library workers. Current examples includes LAMA's Diana V. Braddon FRFDS Scholarship Award, which provides stipends to support professional development; ACRL's conference scholarships for new librarians and for librarians of color; RUSA's conference support for Spectrum Scholars; and, LAMA's institute scholarships for Spectrum Scholars.

2. Library investment in continuing education has grown. As of 2001, academic and public libraries were spending an average of 1.26% of total payroll on staff development and training. (*ALA Survey of Librarian Salaries, 2001*.) By type and size of library, the highest investment was by academic libraries in four-year colleges (1.53%) and public libraries serving more than 100,000 patrons the least (.98%). In reporting, respondents were asked to include expenditures for development and delivery of on-site staff development (e.g. speaker fees), plus travel costs and registration fees for conferences, institutes, seminars, workshops, off-site classes, distance education, job-related tuition reimbursement, purchase or rental of training materials (e.g. software), and cost of a staff development office or officer.

   - ➤ Note 1: The same data was previously collected in 1995 and a comparison of 1995 and 2001 data shows an increase – with the 1995 average at 1.04% of payroll. Again, academic libraries generally expended more than public libraries.

   - ➤ Note 2: Total operating expenditures for public libraries were $7.6 billion in FY2001, of which 64%, approximately $4.8 billion, was expended for paid staff. (*NCES Public Libraries in the United States: Fiscal Year 2001*) Total expenditures in FY2000 for the 3,527 libraries at degree-grant, post-secondary institutions were $5 billion, of which 50%, or $2.5 billion, was for salaries and wages. (*NCES Academic Libraries: 2000*)

   - ➤ Note 3: In general, libraries still invest less than the business average in ce. ATSD (The American Society for Training & Development) reported that American businesses spent an average of 1.8% of payroll on training in 1999.

VII.   Challenges

Strengthening, expanding, extending ALA's continuing education program requires addressing some key challenges, which provide focus for ongoing discussion.

1. <u>A Technology Challenge.</u> Looking at both the competitive environment and cost environment, technology emerges very rapidly as a major key to continued viability.

    ➢ Starting from far behind in the mid-90s – minimal web presence, outdated internal systems, ALA has struggled – with significant success – to catch up in implementation of internal systems (iMIS, CLARUS/FRx, payroll) and expansion of the website. These form an essential foundation for expanded use of technology for the creation and delivery of continuing education – including key "relationship" functions (e.g. the ability to recognize a member or customer) and key web functions (e.g. the ability to "stream" audio or video).

    ➢ ALA has also implemented various education-related technologies – e.g. WebCT - – and developed outsource relationships to extend abilities. Compared with most private sector competitors (and some nonprofit and public sector competitors), however, ALA operates from a resource-poor technology environment, lacking sufficient staff and financial resources to be an early leader in this arena. Redefining ALA continuing education for the 21st century will require continuing investment in bandwidth, as well as software for (and IT support for) communities of practice, course delivery, online publishing (including e-commerce modules).

2. <u>Member-Staff Collaboration</u>.   ALA is a deeply participative organization. CE is developed through an often-complex member-driven process. Moving to "streams of content" or curricula, to a more flexible array of CE delivery packages, to more "blended" products will require both members and staff to reexamine their framework – not to become less participative, but to make the member/member, member/staff working relationship feel more "seamless."

    ➢ One model is provided by the work of the PLA/LAMA/ASCLA teams to develop and field-test the competencies or standard for professional practice for public library administrators. That set of competencies or standard of practice then provides a "framework" for <u>subsequent</u> development of CE products and services designed to support the development, by individuals, of those competencies.

    ➢ While not all ALA groups will choose to develop a standard of practice sufficiently "robust" to be used for ALA -APA certification, most will need to involve members in development of a "framework" which provides direction and continuity to continuing education in that area.

    ➢ The development process – and ultimately, the need to reuse "content bits" – for web-delivered continuing education will, for some ALA groups, require a more integrated member/staff collaborative process in development of continuing education.

3. <u>Organizational Structure and Practices</u>

More than any other ALA business, ALA Continuing Education may be characterized as a "collective" business unit, composed of numerous individual units – divisions, offices and

service units such as ITTS – with their own missions and revenue expectations, often their own boards of directors or advisory committees.

➢ Among the array of internal providers, ALA Divisions have the clearest, most consistent "stake." The relationship between ALA and its member divisions has been clearly articulated in the Operating Agreement (policy 6.4) which, along with an evolving set of implementation or "management" practices, defines the basic "terms and conditions" of work within an exceptionally complex organization.

➢ A succession of member-developed plans, dating from the 1970s, has recommended some central "coordination" – an "Office for Continuing Education" (2nd Congress on Education). Both economic and operational/political constraints make that unlikely, certainly in the short term. This plan makes no such recommendation. At the same time, however, "coordination" – with respect for the differing missions, constraints, and responsibilities of the divisions and other ALA units – is important. Here, as in other areas crossing intra-organizational boundaries (e.g. "equity of access") a coordinating mechanism that recognizes the "collective" will be employed.

➢ To a significant extent, that mechanism exists as the current MPS Team, which includes all divisions, 5 program offices (HRDR, OA, OFD, OIF and OLOS), Conference Services and ITTS. That "core cluster" of "member-related" units accounts for the overwhelming majority of ALA CE. At the same time, it is clear that other parts of ALA have a continuing education role. For that reason, development of an expanded "CE Planning, Coordination & Communication" team is recommended – to support all internal CE providers to "leverage" ALA's organizational assets.

   o For instance, ALA Washington's OITP is heavily involved in copyright education.

   o Public Programs Office and ALA Public Information Office, both in the Communications Department, offer continuing education. The Chapter Relations Office often plays a significant role in disseminating ALA CE – particularly "train-the-trainer" programs – through chapters.

   o ALA Publishing produces books that support CE. *American Libraries* is partnering with PLA to offer a course through the journal.

➢ Finally, while the "business unit" remains a "collective," it is also apparent that some central or core "facilitation" would be beneficial – in facilitating quarterly preparation for a joint catalog/brochure, for instance. With the development of the ALA-Allied Professional Association, ALA's current Office for Human Resource Development and Recruitment is able to focus more clearly on two areas: recruitment, continuing professional development. It is, therefore, proposed that HRDR take on a "facilitation" role in ALA CE.

4. Market Research and Continuous Environmental Scan

In a competitive, rapidly evolving environment, strong mechanisms for continuous member feedback, as well as disciplined environmental scanning, are critical.

➢ During the latest planning cycle, ALA and the Divisions have increased the range and extent of member surveying, use of focus groups and other feedback

mechanisms. In part, this is being facilitated by growing comfort with the use of web-based surveys.

➢ MPS units are also currently considering some coordinated use of course evaluation instruments used with continuing education programs (and other with conference programs). One strategy being considered in adding a "common" question – changed periodically – to the end of the evaluation instrument, regardless of sponsoring unit.

5. Intellectual Property Issues

➢ Reuse of "content bits" and the increasingly blurred line between publishing and continuing education products are among the issues requiring increased attentiveness to copyright, intellectual property rights and access.

6. "Parking Lot" Issues and Concerns

A number of issues have been "parked" – recognizing that they will need to be addressed as the ALA Continuing Education program continues to expand and change.

➢ CEUs – CEUs are of interest to segments of the membership. AASL has done some initial investigation, as has HRDR.

➢ Measurement – Measuring the impact/effectiveness of CE – as it relates to the participant, not to ALA – is a major issue for future discussion. There is a growing body of business-based experience in determining "return-on-investment" of CE, as investment in CE by business has grown. ALA CE measurement has focused on two areas: (a) the participant's assessment of the program (Did it meet your expectations? Was the speaker knowledgeable?) and (b) the economic return to the sponsoring unit (Did it meet net revenue expectations?)

➢ Convergence of Continuing Education/Conference/Publishing. While acknowledging growing "convergence" in an increasingly digital environment, questions of significance and impact have not been fully articulated and explored.

➢ The relationship between CE/Certification. Continuing discussions leading to implementation of the Certified Public Library Administrator program point to a need to look at "course standards." This has been an issue for the ALA Committee on Education and, historically, for the CE providers within the Continuing Library Education Network and Exchange Round Table (CLENERT).

This preliminary plan pulls from budget documents and from continuing education working documents created by many people within MPS Team and elsewhere, and from many discussions within the MPS Team, as well as discussions at the ALA Planning & Budget Assembly in both 2003 and 2004.

MPS Team members: Cathleen Bourdon (ASCLA/RUSA), Malore Brown (ALSC), Mary Ellen Davis (ACRL), Tracie Hall (OFD), Judith Krug (OIF), Lorraine Olley (LAMA), Ann O'Neill (OA), Satia Orange (OLOS), Deidre Ross (Conference Services), Greta Southard (PLA), Lorelle Swader (HRDR), Mary Taylor (LITA), Sherri Vanyek (ITTS), Julie Walker (AASL/YALSA), Kerry Ward (ALTA), Charles Wilt

(ALCTS). Jenifer Grady (ALA-APA) also meets with the ALA MPS Team.   The team particularly leaned on the services of Sandy Lee, ALA Planning & Budgeting, to identify and separate continuing education revenues.

Mary Ghikas, April 2004

Related ALA Executive Board documents:

2001-2002 EBD #8.1   2nd Congress on Professional Education, Final Report
2002-2003 EBD#10.1   Continuing Education Clearinghouse
2002-2003 EBD#12.33 Continuing Education at ALA: Starting Points

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: ICONnect: Online Courses for Professionals and Families

Background: The ICONnect: Online Courses Committee and the ICONnect:
                 FamiliesConnect Committee were established in June, 2001. At
                 the 2004 Midwinter conference, the AASL Board approved
                 combining both committees and asked that a new charge be
                 brought to the Board. The new charge states:

                 "To develop and implement a plan for the delivery of Online
                 Courses which reflect the principles of *Information Power*, and to
                 develop and implement a plan to deliver related information
                 electronically to families which will serve their need to help their
                 children educationally and also promote school library programs."

Action Required: Approval by consent

AASL COMMITTEE DESCRIPTION FORM

NAME OF COMMITTEE:
ICONnect: Online Courses for Professionals and Families

TYPE OF COMMITTEE:
            __X__Standing (ongoing and essential to work of association*)
            ____Special (addressing a general area of interest or concern; limited term*)
            ____Task Force (action on a specific issue with established deadline*)
            ____Ad Hoc Committee (currently not in use*)
            ____Editorial Board (operates under certain specific guidelines and terms)

SIZE OF COMMITTEE:
The committee should be between 8 and 12 members, including liaisons.

COMPOSTION OF COMMITTEE:
The committee should include at least one representative from each of the following groups:
elementary building level media specialist, secondary building level media specialist, a district-
level library supervisor, and a post-secondary instructor. It is recommended that committee
members have some experience with online teaching/learning practices

LENGTH OF TERMS OR APPOINTMENT:
Normal two year appointment.

VIRTUAL MEMBERS: __X__allowed ____not allowed

COMMITTEE CHAIR REQUIREMENTS:
The committee chair should have experience working in an online educational environment and have an awareness of professional development needs of school library media specialists.

CHARGE :
Charge: To develop and implement a plan for the delivery of Online Courses which reflect the principles of Information Power, and to develop and implement a plan to deliver related information electronically to families which will serve their need to help their children educationally and also promote school library programs.

FUNCTION STATEMENT:
- To develop a list of topics that reflects the principles of *Information Power* for online courses and family information and a timeline for their implementation.
- To develop objectives, outcomes, content outline and requirements for authorship.
- To recommend method of delivery and availability of courses and family information to members, non-members, and families.
- To analyze evaluations for each offering to determine changes and modifications as needed.
- To project directions for future online courses and offerings, including new topics, retirement of courses, and format changes.
- To forward course and family information to the AASL staff for inclusion and management of the RFP process.

YEARLY MINIMUM INTENDED OUTCOMES: (Includes 2004 outcomes, in bold, which were not met due to the consolidation and restructuring of ICONNect committees, and additional suggestions from the committee chair. These are recommended outcomes for consideration by the 2004-5 AASL President.)

- **Review the function statement and make recommendations to the president for what is doable in 6 months, 1 year, 2 years, etc.**
- **Develop a list of topics for electronic delivery and a timeline and method for implementation.**
- **Go through at least one RFP process, for content, with the AASL Staff Liaison.**
- Participate in needs assessment survey of AASL members regarding staff development needs that could be met online.
- Explore partnerships with other online professional development providers (for example, InfoPeople

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Election Procedures Ad Hoc Committee

Background: President Fran Roscello is proposing an ad hoc committee to look
at the process for recruiting candidates for various AASL elected
positions.

Action Required: Approval by consent

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Membership Recruitment Update

Background: President Fran Roscello requested an analysis of the various
                   membership recruitment efforts undertaken over the past year.

Action Required: None

AASL Membership Report

In 2003-2004 AASL has implemented a number of campaigns and initiatives to boost membership.

Membership as of April 2003: **9,487**
Current Membership (as of April 2004): **10,099**

- ❖ In December 2002, a letter was sent to non-members who achieved National Board Certification status, inviting them to join AASL; As of May 2004, **132** from a total of 342 non-members that received the mailing became AASL members. A similar mailing was sent in March 2004.

- ❖ In September 2003, AASL and ALA launched a direct-mail membership marketing initiative. The AASL @ your library® toolkit was offered as a premium for joining. **266 new members** joined as a result of this initiative.

- ❖ **278 new members** joined through registration for the AASL 12th National Conference and Exhibition, held in Oct 2003.

- ❖ Since December 2003, AASL has mailed surveys along with AASL membership renewal notices to approximately 750 lapsed members. As of May 2004, **59 members** have sent back the survey.

The top 3 reasons for lapsed membership listed by members are as follows:

30% of respondents indicated "Retirement"
23% of respondents listed they were "no longer working as an SLMS"
22% of respondents listed "membership dues exceed my budget at this time"

- ❖ The following numbers indicate membership changes from state affiliates with conferences visited by AASL president Frances Roscello. Data is estimated from membership numbers from three months and six month after the date of president's visit.

State Affiliate	Membership # -- Month of visit	3 months after visit	6 months after visit
Florida (visited 10/2003)	353	362	385
Virginia (visited 11/2003)	297	302	310
Hawaii (visited 1/2004)	73	76	N/A
Iowa (visited 3/2004)	108	N/A	N/A
New Mexico (visited 4/2004)	54	N/A	N/A
Delaware (visited 4/2004)	58	N/A	N/A

- ❖ # of Members by State (As of April 2004)

State	Total members by state
Alabama	125
Alaska	47
Arizona	105
Arkansas	80
California	561
Colorado	156
Connecticut	258
DC	58
Delaware	57
Florida	385
Georgia	326
Hawaii	76
Iowa	107
Idaho	22
Illinois	613
Indiana	236
Iowa	107
Kansas	241
Kentucky	136

State	Total members by state
Louisiana	122
Maine	69
Maryland	279
Massachusetts	334
Michigan	284
Minnesota	152
Mississippi	46
Missouri	332
Montana	29
Nebraska	71
Nevada	49
New Hampshire	88
New Jersey	392
New Mexico	57
New York	922
North Carolina	322
North Dakota	16
Ohio	325
Oklahoma	138
Oregon	87
Pennsylvania	434
Rhode Island	69
South Carolina	166
South Dakota	15
Tennessee	189
Texas	495
Utah	33
Vermont	51
Virgin Islands	6
Virginia	310
Washington	151
West Virginia	17
Wisconsin	197
Wisconsin	0
Wyoming	24

AASL Membership
Retention Rates 1991-2003*
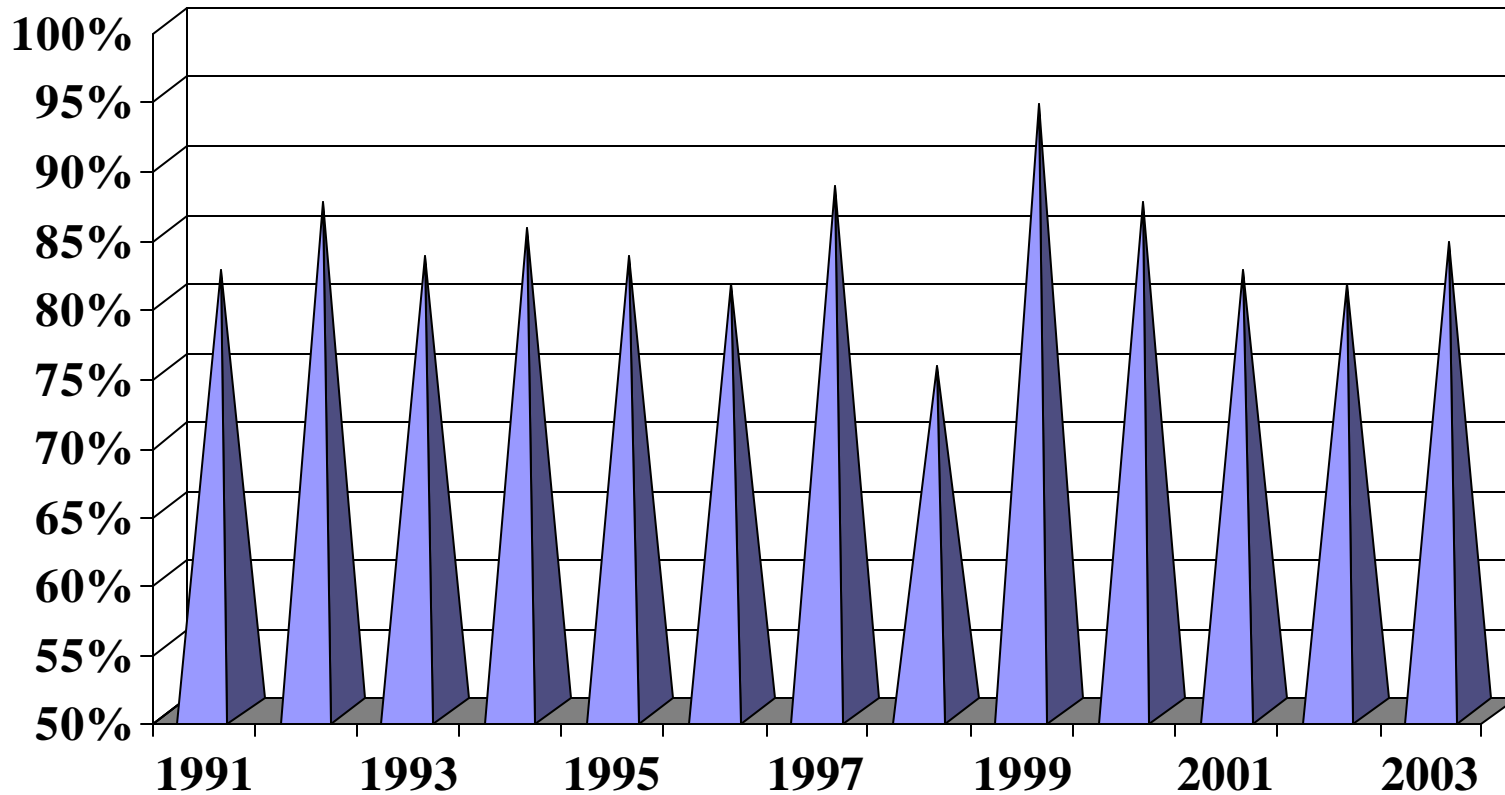
**10 Year Average Retention: 85%

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: NCATE Student Chapters

Background: There has been interest from NCATE accredited schools in
establishing AASL student chapters. Previously, the policy for
ALA Student Chapter Groups stated that "in cooperation with a
faculty advisor, ALA student members are eligible to form official
student Chapter Groups at schools offering ALA-accredited
programs of library and information studies." In order for NCATE
schools to be included in the policy, Michael Dowling, staff liaison
of the ALA Chapter Relations committee, suggested that the
AASL Executive Committee vote on this issue and, if passed,
submit a letter recommending that NCATE accredited schools be
eligible.

Based on a discussion of this issue, the AASL Executive
Committee acted on this request at its fall meeting. A letter
recommending that NCATE accredited schools be eligible in the
ALA policy was sent to Charles Beard, chair of the ALA Chapter
Relations Committee, in November, 2003. The Chapter Relations
Committee approved the request during its meeting at Midwinter.

At the spring Executive Committee meeting, several NCATE
programs were identified to pilot these student chapters. A letter
of invitation was sent to the following schools: University of
Deleware (Allison Kaplan), East Carolina University (Diane
Kester), Georgia Southern University (Judith Repman), Longwood
College (Audrey Church), Sam Houston State University (Mary
Berry), Southwest Missouri State (J. B. Petty), UW-Whitewater
(Anna Zarinnia), and Central Missouri State (Odin Jurkowski).

Action Required: None

ALAAmerican Library Association

Dear:

The American Library Association and the American Association of School Libraries were pleased at recent interest expressed by students and faculty at a number of NCATE schools in forming ALA Student Chapters to foster professional affiliation. As a result ALA has expanded its Student Chapter program so that NCATE-accredited programs can establish ALA Student Chapters.

Based on your active involvement with AASL, we would like to invite you to help establish an ALA Student Chapter at your school. The program that you establish will serve as a model for your colleagues at other NCATE schools.

ALA currently has 48 active Student Chapters in ALA-accredited schools. These organizations provide an opportunity for students interested in ALA and its activities to get together to create programming, presentations and other activities that help to acclimate and connect them to the larger profession. The existing Student Chapters can be found on our website at
http://www.ala.org/ala/ourassociation/chapters/studentchapters/studentchapters.htm

Student Chapters pay no fee to ALA. The chapter may support its programs through fund-raising activities, dues paid to the student chapter group, or contributions from the school administration, as examples.

Getting started is easy. A faculty advisor should be designated to work with the organizers on chapter formation. Sample constitutions are available from the ALA Chapter Relations Office. Once approved, the constitution, name of advisor, and list of officers should be sent to Erika Johnson, the staff liaison. Upon receipt of this information, a plaque will be sent to the newly formed chapter.

ALA Student Chapters are eligible to:

- Apply for one student to participate in the annual Student-to-Staff program for ALA Annual Conference in which free registration, housing, and a per diem is provided in exchange for 4 hours of work per day assisting ALA Offices or Divisions,

- Take advantage of the student chapter reimbursement program, in which chapters can receive up to $100 per fiscal year to cover expenses for speakers, fundraisers, and other programming, and

- Increase their networking opportunities via a Student Chapter listserv and resume-enhancing professional affiliation.

We hope that you will be interested in providing this opportunity for your students. Please contact us with any questions you might have. We look forward to working with you on developing the future leaders in the profession.

Sincerely,

Michael Dowling   Julie Walker
Director   Executive Director
Chapter Relations Office   AASL
800-545-2433 ext. 3200   (800) 545-2433 ext. 4388
mdowling@ala.org   jwalker@ala.org

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Awards – Best Practices

Background: One of the ongoing discussions in AASL has been how we can
better disseminate the "best practices" represented by our award
winners. At the spring Executive Committee meeting, staff was
asked to develop a form that would capture the key area of practice
that is reflected in the award winning project.

Action Required: None

_____

**Name/Year of Award
Recipient**:_____

**Title of
Award**:_____

Category:_____

**Title of project (When
applicable)**:_____
_____

**Best Practice/Notable Achievement from application narrative (150 words or
less):**_____

AASL Board of Directors

2004 ALA Annual Meeting
Orlando, FL
June 24-30, 2004

Topic: Motions Passed by the Executive Committee at the Spring Meeting

Background: The AASL Executive Committee is empowered to act "on policy
                    and fiscal issues requiring action between meetings of the Board."
                    Those actions must be reaffirmed by the full Board at the next
                    regular meeting.

Action Required: Affirmation by consent.

Motion 1
Erlene Bishop Killeen moves and Dawn Vaughn seconds that AASL approve the proposal for "A Student and Parent's Guide to Evaluating Libraries in Independent Schools."

Motion 2
Erlene Bishop Killeen moves and Dawn Vaughn seconds that AASL not pursue publication of the *School Librarian's Survival Guide* (working title).

Motion 3
Erlene Bishop Killeen moves and Nancy Zimmerman seconded that AASL become a member of the Partnership for 21st Century Skills for $35,000 per year.

Motion 4
Erlene Bishop Killeen moves and Nancy Zimmerman seconded that we allow the [National School Library Media Program of the Year] committee to give two awards in the single school category. (Single school would have to be a tie).