

AASL Board of Directors

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

Topic: Changes to ALA Intellectual Freedom Manual

Background: Revisions to the ALA Intellectual Freedom Manual may come up for a vote in Council and time will be provided during the Board meeting for comments.

ALA MEMORANDUM

Date: April 13, 2004

To: ALA Executive Board
ALA Council
ALA Division Presidents
ALA Council Committee Chairs
ALA Round Table Chairs

From: Nancy Kranich, chair, ALA Intellectual Freedom Committee

Subject: Proposed Changes to Intellectual Freedom Policies in the *Intellectual Freedom Manual*

The Office for Intellectual Freedom is working with ALA Editions toward publication in early 2006 of the seventh edition of the *Intellectual Freedom Manual*. In preparation for each new edition, the Intellectual Freedom Committee reviews all ALA intellectual freedom policies.

At its 2004 spring meeting, the IFC identified and proposed revisions to nine *Interpretations of the Library Bill of Rights* (six completed at the meeting; three still being worked on), and three additional intellectual freedom policies, including the Freedom to Read Statement.

Proposed revisions to the completed *Interpretations* and other policies are attached. Deletions are struck through (e.g., ~~deletion~~); insertions are underlined (e.g., insertion). Brief summaries of these proposed revisions are included on the attachment.

The projected publication date of the seventh edition is the 2006 Midwinter Meeting. To meet this schedule, the manuscript must be in the hands of Publishing Services by April 1, 2005. This mailing, then, is the first step in the process.

We would appreciate your reviewing these policies prior to the 2004 Annual Conference in Orlando. All comments are welcome. If we receive few or no suggested changes, we anticipate bringing these policies to Council's final meeting at conference, on Wednesday, June 30. Please send any comments on these policies prior to Annual Conference to Judith F. Krug, director, ALA Office for Intellectual Freedom, 50 East Huron Street, Chicago, IL 60611 (phone: 1-800-545-2433, ext. 4222; fax: 312-280-4227; e-mail: jkrug@ala.org, cc: dwood@ala.org).

Any comments you wish to make during conference can be left at the OIF's table in the ALA office area of the Orlando Convention Center.

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

Attachment (Summaries of the Suggested Revisions to the ALA Intellectual Freedom Policies)

Attachment (Draft Revisions of Policies)

cc: Keith Michael Fiels, ALA Executive Director
Mary Ghikas, ALA Senior Associate Executive Director
Donald Chatham, ALA Associate Executive Director, Publishing
Patrick Hogan, Editorial Director, ALA Editions
ALA Intellectual Freedom Committee
Division Executive Directors
Appropriate Staff Liaisons

Action Required: Discussion

AASL Board of Directors

**2004 ALA Annual Meeting
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Topic: Strategies for Expanding Influence Within ALA

Background: The number of appointments of school library media specialists to ALA committees by the current ALA president was a topic on the Executive Committee fall 2001 agenda. Helen Adams requested that the Executive Committee discuss strategies for increasing the number of appointments and methods of monitoring the outcome. Since that time, this conversation has broadened to include AASL's overall positioning within ALA. The following document was presented and discussed at Annual 2002.

Action Required: A systematic process for monitoring implementation is needed.

STRATEGIES FOR EXPANDING INFLUENCE OF AASL WITHIN ALA

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

AASL Board of Directors

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Topic: Information Literate Student Award

Background: At the 2000 Annual Conference, the Affiliate Assembly proposed the creation of an award to recognize students. At its spring 2001 meeting, the AASL Executive Committee approved a pilot of this award in Region II. At its fall 2001 meeting, the Executive Committee reviewed the pilot proposal and suggested some modifications.

Action Required: AASL needs to determine the status of this “pilot” and where the project will go from here.

AASL Information Literate Student Recognition

Purpose:

- To recognize an elementary, middle, or secondary student who demonstrates the Standards in *Information Power: Partnerships for Learning*,
- To increase the visibility of the school library media program and the school library media specialist in their school community,
- To provide a member benefit to AASL members.

Criteria:

- Students must be in elementary, middle, or secondary school,
- Students must demonstrate that they meet the nine Information Literacy Standards.

Selection and Recognition:

- Based on criteria,
- Selection process, based on the criteria, is locally developed. It could include writing of an essay, nominations from students or teachers, completing of a project, selection by a committee, etc.
- Recognition may be made when appropriate at the local school. An awards assembly/program would be appropriate and extend visibility.

Process:

- School library media specialist must be an AASL member.
- One AASL Information Literate Student Recognition may be given, by each AASL member, each year.
- Individual school library media specialist will develop the process and local method of selecting an appropriate student.
- AASL Office will provide an appropriate certificate, on the member's only section of the website, which can be downloaded.
- Any local expenses, such as a plaque, are the responsibility of the local school.
- Optionally, if the school library media specialist is also a member of their State library association, they may affix the logo of the State association to the certificate.

Implementation date:

- 2001-2002 Pilot Project in Region II
- 2002-2003 school year full implementation, including publicity.

TO: AASL Board
FROM: AASL Region II regional meeting, May 15-16, 2004
Nancy Everhart, Region II Director,
Sara Kelly Johns, Region II Director-Elect
DATE: June 14, 2004
RE: Recommendation to create an Information Literate Student Award

At our recent regional meeting, representatives from all six state affiliate organizations (DC, DE, MD, PA, NJ AND NY) discussed the piloting of the "AASL Information Literate Student Recognition" proposed in 2000 as attached. While there was not widespread participation from members of the region, mostly due to lack of promotion, there was a consensus that such an award for students be recommended to the AASL Board for formalization as an AASL member award.

Region II recommends that an ad hoc committee be formed to establish criteria for this award by June 2005 that would:

- establish criteria for the award to demonstrate that students receiving the award exemplify meeting the nine Information Literacy Standards,
- give local AASL members the opportunity to locally develop a selection process that meets the criteria. That process could include writing of an essay, nominations from students or teachers, completing of a project, selection by a committee, etc.
- if possible, ask AASL members to send a description of their process to AASL for approval in order to be given permission to give out the award. Certificates could be downloaded from the AASL website and award materials (pins, stickers) could be developed for sale to members whose award process was approved. Such a procedure would help AASL track the awards.
- discuss and clarify whether AASL would allow multiple awards in schools with more than one library media specialist who is an AASL member .

Region II AASL members who have given the award include Hilda Weisberg at Morristown High School in Morristown, NJ, and Rocco Staino at North Salem Middle/High School, North Salem, NY. Both report success with promoting the standards and the visibility of the library media program though their selection process was different. Hilda's award is based on a student essay and Rocco's is based on nominations by a committee of teachers and supported financially by the school's Friends of the Library group. North Salem's student recipient has demonstrated use of the school library media center's services for lifelong learning, going beyond curricular needs. AASL members in Pennsylvania have also given the award.

Materials from Region II members giving the award will be made available to the ad hoc committee if the award is approved. Region II members who have given the award, perhaps Rocco Staino, Hilda Weisberg, Linda Carvell and Geneva Reeder, could be among the ad hoc committee members. The work could be done electronically and ready for Board approval at the Midwinter 2005 meeting.

AASL Board of Directors

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Topic: Reading for Understanding Special Committee

Background: The Reading for Understanding Special Committee was established in June 2002. The initial charge was to:

“Identify, based on research and experience, the competencies needed by SLMSs to help students learn to read for understanding; to develop and implement programs to support AASL members’ efforts to learn about and use effective teaching strategies and how to apply current research to their teaching of reading for understanding/comprehension; and to seek alliances with other professional associations interested in improving the reading achievement of students, such as NCT and IRA, to form collaborative professional development opportunities.”

Sharon Coatney, Chair, has requested a two-year extension for this special committee.

Action Required: Approve the extension

AASL CHANGE OF TASK FORCE/COMMITTEE STATUS REQUEST FORM

Name of Current Task Force or Committee: Reading for Understanding Special Committee

Requested change (identify the nature of the change – extension, become special or standing): We request a two year extension for this special committee to begin in 2004 at annual conference and end at annual conference 2006.

Rationale for change:

The work of the committee has only begun. We will be completing a development plan for our membership for dissemination to the AASL Board of Directors at annual conference. The committee would like to be involved in the monitoring and or implementation of this plan; thus the need to continue. The teaching of reading for understanding is fundamental to the school library profession. A committee tasked with reviewing the current research in reading and planning for the training of our members in this area should be part of the AASL's continuing committee structure. We will be exploring how such a committee should be structured and contained within the present AASL structure.

Proposed Description of new committee:

The description is as is presently described with the addition of a statement of the committee's involvement in the implementation of the Plan presented at annual conference.

Date request is made: January 15, 2004

Name and role of person requesting change: Sharon Coatney, Chair

Date change request sent to Bylaws: January 15, 2004

Date change approved by Board of Directors:

Adopted by the AASL Board of Directors, June 2003

AASL Board of Directors

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Topic: Resource Guides Editorial Board

Background: Based on a discussion of the AASL Technology Plan at their spring meeting, the AASL Executive Committee recommended moving forward with a Resource Guides Editorial Board for the AASL website. The proposed charge of the Editorial Board states:

“To review current resources based on existing selection policy, and recommend new resources and topics as well as revisions to the selection policy, for the AASL Resource Guides for School Library Media Program Development.”

Action Required: Approval of the Resource Guide Editorial Board

AASL Board of Directors

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Topic: Change in Staffing

Background: AASL and YALSA have had a shared staffing agreement that was first approved by both Boards in 1989 for a period of approximately 18 months. It was recommended at that time that the arrangement be reviewed periodically as circumstances changed. The agreement was first reviewed in 1991, and both Boards agreed to continue the arrangement indefinitely.

In 1992, Library Power was added to the mix. The only clear allocation at that time was the Executive Director's time. The percentages went from 70% for AASL and 30% for YALSA to 80% for Library Power, 15% for AASL, and 5% for YALSA. As a result of Library Power, staff was greatly expanded and the allocations were rather blurred during the life of the program.

When the former Executive Director resigned in 1996, the Executive Committees of both divisions reaffirmed the shared staffing agreement prior to AASL's search for a new Executive Director. When the new Executive Director arrived in 1997, allocations returned to the original 30/70 percentages. With the pending retirement of a shared YALSA/AASL Deputy Director in early 2003, the two Executive Committees again reviewed and reaffirmed the joint staffing arrangement at their 2002 fall meeting.

In the spring of 2004 – again with the pending departure of a YALSA Deputy Director - the incumbent Executive Director requested that the shared staffing arrangement come to end. The recommendation was based on the growth of both divisions over the last seven years.

Effective September 1, 2004, Julie Walker will be the full-time AASL Executive Director. Currently YALSA has a staff of 3.3 and AASL a staff of 8.7 – reflecting the 30/70 allocation of the executive director between the two divisions. In implementing this

change, the YALSA Deputy Director position will be redefined as a YALSA executive director – a decrease of .3 fte. YALSA will have an executive director with a staff of 2 fte. AASL will have an executive director, deputy executive director and 7 staff (including 1 unfilled position) – an increase of .3fte. The change in staff count in the two divisions reflects the consolidation of the current executive director position in AASL.

The primary financial impact will be the transfer of 30 % of the Executive Director’s salary, benefits and miscellaneous shared expenses to AASL.

Action Required: None

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Topic: Partnership for 21st Century Learning

Background: The Partnership for 21st Century Skills, a public/private partnership between the Department of Education and a number of technology companies, released its initial report on 21st century learning at the NECC conference in June of 2003. Given the visibility of their work, its alignment with AASL's information literacy standards and the interest it has created in the school library community, the AASL Executive Committee approved pursuing a formal collaboration. On March 15th & 16th, the AASL Executive Director attended the second of the Partnership's Forums. At their spring 2004 meeting, the AASL Executive Committee approved seeking an expanded role for AASL in the next iteration of the Partnership. A document describing the Partnership's intent to expand and restructure follows.

Action Required: Discussion



PARTNERSHIP FOR 21ST CENTURY SKILLS

PROPOSAL TO EXPAND AND RESTRUCTURE THE PARTNERSHIP ON 21ST CENTURY SKILLS

Background: The Partnership on 21st Century Skills is in the process of completing its first two years as a unique partnership comprised of business, education and government to promote the inclusion of 21st Century Skills in K-12 education. In the first two years, the Partnership will have completed:

- Development of a framework for 21st Century Skills and release of a first year report.
- Development of a self-assessment tool for schools and districts to determine the degree to which 21st Century Skills are imbedded in their education.
- Launch of a public education campaign to promote 21st Century Skills.
- The development of an online interactive tool to help schools and districts implement plans for 21st Century Skills.
- The development of a policy report to the states on how to implement the inclusion of "ICT Literacy" as a portion of the new NCLB requirement for technology literacy.

The effort to date has been primarily funded and supported by 8 board members from the business and education communities, significant funding from the Department of Education, as well as support from strategic partners and participating organizations.

Proposal: In order to reach our goal "to bring 21st Century Skills to every child in America", the Partnership believes it needs to extend its commitment to promoting 21st Century Skills for an additional three years and to substantially expand its membership, so that a broader base of companies and education groups will be supporting and funding its efforts. The Partnership is proposing the following mission statement for its continuing efforts:

Mission

To bring 21st Century Skills to every child in America by serving as a catalyst for change in teaching and assessment and an advocate among education policymakers through a unique partnership among education, business and government.

The Partnership proposes to accomplish this mission in the next three years through the following three basic activities:

Developing Frameworks for Transforming Teaching and Assessment

The Partnership proposes to build on its initial work in development of the MILE Guide Self-assessment tool on 21st Century Skills. Specifically, the Partnership will build substantially greater depth in the areas of 21st Century Skills and:

- Content and curriculum
- Professional development and
- Assessment.

Policy Advocacy

The Partnership believes it is essential to develop a policy climate conducive to the inclusion of 21st Century Skills in every aspect of K-12 education. It intends to develop model legislation and policy papers that will help Federal and State policymakers determine what steps they can take to bring 21st Century Skills "to every child in America".

Communications, Outreach and Partnerships

The Partnership will embark on a continuing public education campaign to focus on the importance of 21st Century Skills. The focus will include:

- Recognition and Awards Programs
- Public Relations campaign
- Outreach to National Organizations
- Message Development
- Effort to Broaden Membership

Membership and Dues: The Partnership is actively seeking additional members to join its efforts at the beginning of its next fiscal year, September 1, 2004. Effective September 1, dues will be \$35,000 per member. The Partnership is hoping to recruit at least 17 additional members at that pay level. Informational sessions for potential new members will be held in June and July and commitments for new companies and organizations will be sought before August 1, 2004. The newly constituted board will determine the Partnership's ongoing policy on strategic partners and participating organizations. For any additional information, please contact our President, Ken Kay at (520) 623-2466, or kay@itstrategies.com.

AASL Board of Directors

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Topic: SLMPY Report and Recommendations

Background: An ad hoc committee chaired by President-elect Dawn Vaughn was charged with looking at various concerns and recommendations related to the administration of this award. Their report and recommendations follow.

Action Required: Discussion

AASL Board of Directors

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Topic: ALA Legislative Day Policy

Background: In collaboration with the presidents of ALSC and YALSA, President Fran Roscello developed the following proposal related to ALA Legislative Day. Included as additional background is the paper developed with the ALA Washington Office on the issue of Highly Qualified School Library Media Specialists.

Action Required: Discussion of the proposed policy

Policy to increase Youth Division participation in ALA Washington National Legislative Day

The AASL President will participate, when possible, with the Presidents of YALSA and ALSC in joint visits in conjunction with ALA Washington Legislative Day to key legislative, Department of Education, and other Washington based educational offices to promote national youth issues.

1. Visits will be planned and coordinated with the ALA Washington Office.
2. Efforts will be coordinated with the Legislative Committees in each Division. Responsibility for coordination will rotate among the three division chairs.
3. A designated time for all youth division members attending ALA Leg Day to caucus will be scheduled.
4. Packets of information representing all three Divisions will be developed.
5. If the President is unable to attend, he/she may designate the President-Elect or Past-President to attend.

Rational for Policy

- ◆ Often school library media and public library youth issues are not included in legislation, Department of Education policy, or as a high priority in the concerns of other educational organizations. We need to heighten awareness of these concerns and work for changes in existing and future policies and laws. School and public libraries need to be part of all education legislation and policy. Library youth issues need to be placed at the top of their agendas to help meet the needs of their constituents.
- ◆ There is strength in numbers: by having the three youth divisions jointly participate in planned visits, and present strong examples of the benefits of library service to children and families, we present a united front to policy makers.
- ◆ ALA Legislative day is a logical vehicle to increase visibility of library youth issues, build on the established publicity of the event, and strengthen organizational member participation.
- ◆ Youth division members have been historically underrepresented at ALA Legislative Day. By joining together with our common and individual concerns, we will have a much larger impact.

Submitted by Presidents of AASL, ALSC, YALSA
June 2004

ALA American Library Association

A “HIGHLY QUALIFIED” LIBRARIAN IN EVERY SCHOOL LIBRARY

Two years ago, with strong bipartisan support, the nation embarked on an ambitious school reform plan entitled the *No Child Left Behind Act* (P.L. 107-110). Among other things, the Act requires states to set high standards for all students and holds schools accountable for the results. Further, it requires that there be a “highly qualified” teacher in every classroom. The American Library Association (ALA) applauds those objectives, but believes the same standards being applied in our classrooms should be extended to our nation’s school libraries – that every school library should be staffed by a highly qualified, certified library media specialist.

Sec. 1119 of the *No Child Left Behind Act* outlines the minimum qualifications needed by teachers and paraprofessionals who work on any facet of classroom instruction. It requires that states develop plans to achieve the goal that all teachers of core academic subjects be highly qualified by the end of the 2005–06 school year. *No Child Left Behind* also requires each state to measure every public school student's progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12.

Yet, despite the vital role school libraries play in helping meet those requirements, *No Child Left Behind* is silent when it comes to the qualifications of those individuals in charge of our school libraries. School librarians fill multiple roles - teacher, instructional partner, information specialist and program administrator -- ensuring that students and staff are effective users of information and ideas.

School libraries are critical partners in ensuring that states and school districts alike meet the reading requirements that are part of *No Child Left Behind*, as well as President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. President Bush and the Congress recognized the important role school libraries play in increasing literacy and reading skills when they created the Improving Literacy Through School Library program as part of the *No Child Left Behind Act* (Title I, Part B, Subpart 4, Sec.1251).

Multiple studies have affirmed that there is a clear link between school library media programs, staffed by an experienced school library media specialist, and student academic achievement. In states as dissimilar as Alaska, Pennsylvania, and Colorado, three recent statewide studies show that a strong library media program helps students learn more and score higher on standardized achievement tests than their peers in library-impooverished schools. In Pennsylvania, schools with adequately staffed libraries (at least one full-time, certified library specialist and one full-time support staff member), had test scores in grades 5, 8 and 11 increase by four percent, five percent, and eight percent, respectively.

When it comes to our children’s education, we must ensure that they receive the best instruction possible from competent, qualified instructors. This is true in the classroom and should be true in our school libraries. Education is not exclusive to the classroom; it extends into school libraries and so should the qualifications we demand from our school librarians. To be a critical part of a comprehensive and renewed strategy to ensure that students learn to read and to read well, every school library should be staffed by a highly qualified, certified library media specialist.

AASL Board of Directors

**2004 ALA Annual Meeting
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Topic: Policy on Non-Profit Partnerships

Background: In June 2001, the AASL Board approved “Guidelines to facilitate decisions about Commercial Alliances with AASL.” The division receives numerous requests from other not-for-profit groups yet it has no formal policies or guidelines governing collaborations or partnerships with these types of groups. At the 2004 Midwinter Meeting, President Fran Roscello appointed a sub-committee of the Board to develop a draft policy.

Action Required: Review and discussion of the proposed policy

DRAFT

PARTNERSHIPS WITH THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

1. The American Association of School Librarians will consider partnerships and collaborations with other not-for-profit organizations that:
 - a) are consistent with AASL's mission statement and goals.
 - b) conform to ALA policy.
 - c) benefit both AASL and the partner by furthering the objectives of the organizations and by providing opportunities, resources, and/or services for members.
 - d) clearly state the responsibilities and expectations for AASL and the partner.
2. Partnerships and collaborations being considered should:
 - a) fulfill a professional need for AASL members.
 - b) maintain the goodwill of the membership.
 - c) have a sufficient pool of financial, personnel, and other resources available to accomplish the project successfully.
 - d) identify potential liabilities / risks as well as rewards.
 - e) propose advantages that similar organizations and programs do not offer.
 - f) advance the association beyond the profession.
3. A partnership or collaboration requires a written agreement that defines the alliance in terms of:
 - a) purpose
 - b) costs associated in terms of funding, involvement of staff, officers, and/or members
 - c) duration
 - d) potential liabilities
 - e) promotion and recognition
 - f) evaluation
 - g) reporting to the AASL Office / Board regarding the alliance's progress
4. The AASL Board will approve partnerships.
5. Written agreements will be on file in and periodic reports will be submitted to the AASL Office.
6. When a report of an ongoing collaboration is received, the AASL Board may choose to adjust the written agreement or end the partnership if the results are not meeting the criteria stated above.

AASL Board of Directors

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Topic: AASL Publications Program

Background: Each year at the Midwinter Meeting, AASL conducts a Board Workshop on Saturday morning. Topics for the workshop vary according to the needs of the organization and have in the past few years included strategic planning, vision setting, preparing for the @your library campaign. This year the workshop involved Board training on a process for knowledge-based decision-making. A final report developed by the facilitator is included for your perusal and discussion. Also included are histories of sales and royalties figures for AASL publications as well as a memo from ALA Editions regarding their current publishing focus in the school library media field. Finally, ALA Editions response to AASL's Board motion regarding a blanket waiver of the request process for the information literacy standards is provided. **IT IS ALSO RECOMMENDED THAT BOARD MEMBERS REVIEW THE BACKGROUND DOCUMENTS PREPARED FOR THE MIDWINTER WORKSHOP.**

Action Required: Discussion of the possible next steps (see pg. 7 of the report).

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)

Strategic Dialogue Results: Revitalization of AASL's Publications Program

January 2004

Prepared by:
TECKER CONSULTANTS, L.L.C.
427 River View Executive Park
Trenton, NJ 08611
609-396-7998
pmeyer@tecker.com
www.tecker.com

INTRODUCTION

On January 10, 2004 Board of Directors, the Publications Committee, selected staff and others from the American Association of School Librarians (AASL) met to discuss a significant mega issues relevant to the association’s future success. The mega issue question was, “How can AASL revitalize its publications program?” The purposes of the meeting were to introduce the concept and process of knowledge-based governance as well as to begin using the process to discuss a mega issue of the association. The meeting was facilitated by Paul D. Meyer, CAE, Principal Partner of Tecker Consultants, LLC.

A model for knowledge-based decision making was provided by the facilitator and used by the group to frame its discussion. The approach employed recognizes two essential knowledge bases involved in and among associations in successful strategic dialogue:

- **Knowledge-Based Decision-Making**

- Question 1. What do we know about our members/prospective members/customers - needs, wants, and preferences that are relevant to this decision?
- Question 2. What do we know about the current realities and evolving dynamics of our members’ profession that is relevant to this decision?
- Question 3. What do we know about the “capacity” and “strategic position” of our organization that is relevant to this decision?
- Question 4. What are the ethical implications?

- **Dialogue Before Deliberation**

1. Dialogue – to inform and understand. To illuminate what we know and don’t know; to identify choices and assess the advantages and disadvantages of each choice; to determine where consensus emerges or what additional information is needed to decide with confidence.
2. Clarifying Information – session participants were encouraged to begin their thoughts with either “I know” when providing facts, “I believe” when providing personal insights or “I feel” when making a value statement. By using these phrases, other participants were able to better respond to the information given.

3. Deliberation – to evaluate and decide. To select among the options and commit to appropriate action.

The agenda for the discussion provided a rational sequence for the conversation:

- An understanding of the mega issue and its relevance to the association.
- Determination of optional choices available to move the issue forward.
- Assessment of the advantages and disadvantages of each choice.
- Discussion and suggestion of possible next steps in response to the chosen option.

Note: This session was an opportunity for the association’s leadership to be introduced to and practice the process of knowledge-based governance with a legitimate issue facing the association. Given the dual session objectives – introduction/practice and discussion of a legitimate issue, not all the formal steps in knowledge-based governance were achieved.

AASL: REVITALIZATION OF PUBLICATIONS PROGRAM

MEGA ISSUE QUESTION: HOW CAN AASL REVITALIZE ITS PUBLICATIONS PROGRAM?

Note: Several session participants asked why this was a mega issue and why it was chosen over other possible issues. Questions such as, “What is wrong with the current program?” and “Should we even have a publications program in the future?” were raised. After a general dialogue, it was agreed that the association should continue a publications program, but that there was still some question about what a future program should/could include. The group agreed that further dialogue on this issue would be very helpful to frame the future strategy of the program.

BACKGROUND INFORMATION:

QUESTION 1: What do we know about our members/prospective members/customers - needs, wants, and preferences that are relevant to this decision?

- More than 50% of AASL members are building level library media specialists.
- 75% of members have been in the profession for less than 10 years.
- Members are extremely price conscience/sensitive.
- Members are looking for inexpensive tools to solve everyday problems.
- AASL members are very technically sophisticated.
- AASL members understand the importance of continuous learning.
- The majority of AASL members do not purchase professional materials.
- A large percentage that purchase professional materials do so with personal funds.
- Members see high value in the publications program.
- Members have limited time and are overwhelmed with daily operational issues.
- Members look to AASL for guidance and expect the association to provide it.
- Members are looking for products and services that can assist them in enhancing their image and quickly solve everyday problems they encounter.
- AASL members need practical advice and information to solve everyday challenges.

- AASL members need standards and guidelines to support library programs.
- Members turn to AASL for national standards and guidelines.
- Members also need practical advice on how to align practice with standards and guidelines.
- Members feel like their bosses don't believe them.
- Need tools/resources to implement standards – to inform constituents.
- Budgets are declining and/or non-existent.
- The average member is not really aware of AASL's value and what it does.
- Some members are not secure with technology.
- Publications are identified as an organizational strength by 9 out of 10 in ALA focus groups.
- New library media specialists do not recognize AASL publications.
- At least 2/3 of members didn't attend AASL national conference.
- Members desire to be compensated for authorship.
- Members have less time to write.
- Members are aging.
- AASL publications have strong name recognition and are very reputable.
- Writing for AASL is highly prestigious.
- Members appreciate opportunities to network with other members and share ideas.
- Members enjoy each other's company.
- Members are isolated in the workplace.
- Members are seeking "just in time" opportunities for up-to-date information.
- Members are writing for competing publications and for-profit publishers.

QUESTION 2: What do we know about the current realities and evolving dynamics of our members' profession that is relevant to this decision?

- A significant number of professionals entering the field are untrained.
- We have publications credibility within the profession (see *Information Power*), but not extended to other stakeholders (teachers, administrators).
- The profession is graying.
- Professional environment is different by state due to state regulations and budget issues (i.e. some states require a masters degree and elementary school librarians no longer exist in some states).
- Publications assist in helping members define their role (i.e. *No Child Left Behind* program).
- Publications need to address recruitment component and providing information to explain relevance and opportunities of profession.
- Print is no longer the only method to deliver information. Others methods are accepted by members.
- There is a need to broaden our publishing scope to communicate how important interdisciplinary integration is to library success (i.e. how

library media specialists integrate with technology, information literacy, etc.)

- Technology integration within the library does not always include the library media specialists.
- There is a need to redefine the role of the media specialist.

QUESTION 3: What do we know about the “capacity” and “strategic position” of AASL that is relevant to this decision?

- Publications Committee does majority of its work face-to-face at ALA Annual and Midwinter conferences.
- AASL’s name and reputation is credible to publications.
- The Publications Committee doesn’t have structure or the capacity to serve as an effective acquisitions editor.
- Point of clarification: AASL Publications refers to monographs – not periodicals.
- There are no economic incentives for authors to meet deadlines, etc.

QUESTION 4: What are the ethical implications for consideration?

- ALA owns copyright, is this right? Copyright prohibits access.
- There are implications to every choice; the association needs to be careful not to make a quick decision.
- Equity of access vs. print-access. Needs to be fair.
- Is it right to position publications as just a source of revenue?
- Some things are “must do” (*Information Power2*) vs. some things are “how to.”
- Ask the question “Is this publication meeting a philosophical or practical member need?”
- Organizational mission should drive publication agenda.
- How do we reconcile the needs of para-professionals with AASL standards that call for professional staff?
- How do we balance resources to reach student achievements?
- If standards are not provided freely, members may not pay for them. Is there obligation to provide standards for free?
- AASL must invest in activities to promote profession.
- Access to information is a core quality – must clearly state mission into decision makers.
- How do we balance getting information to members vs. cost to them, “Building toll booths to fund the highway?”
- Do we have a “revenue generating” publications program or an “information” publications program?

DEFINING CHOICES: POSSIBLE NEXT STEPS TO MOVE MEGA ISSUE

FORWARD:

After answering the four knowledge-based questions above, participants were asked to identify possible choices AASL could make to move the mega issue forward. The following choices were articulated:

- Gather additional information before making a final decision.
- Cease publishing.
- Articulate mission for publications area.
- Articulate direction of association and align publications with direction.
- Better identify the audience for each publication.
- Recharge committee.
- Decide to continue with appropriate resources and direction.
- Create partnering arrangements.
- Include stakeholders in publishing decisions.
- Shift responsibility for decision-making from committee to staff.

ACTION AND INTENTS: PRIORITY ITEMS TO MOVE MEGA ISSUE

FORWARD:

The session participants were asked to identify practical next steps that articulate a recommended direction to move the Mega Issue Question, “How can AASL revitalize its Publications Program?” forward.

Recommendation

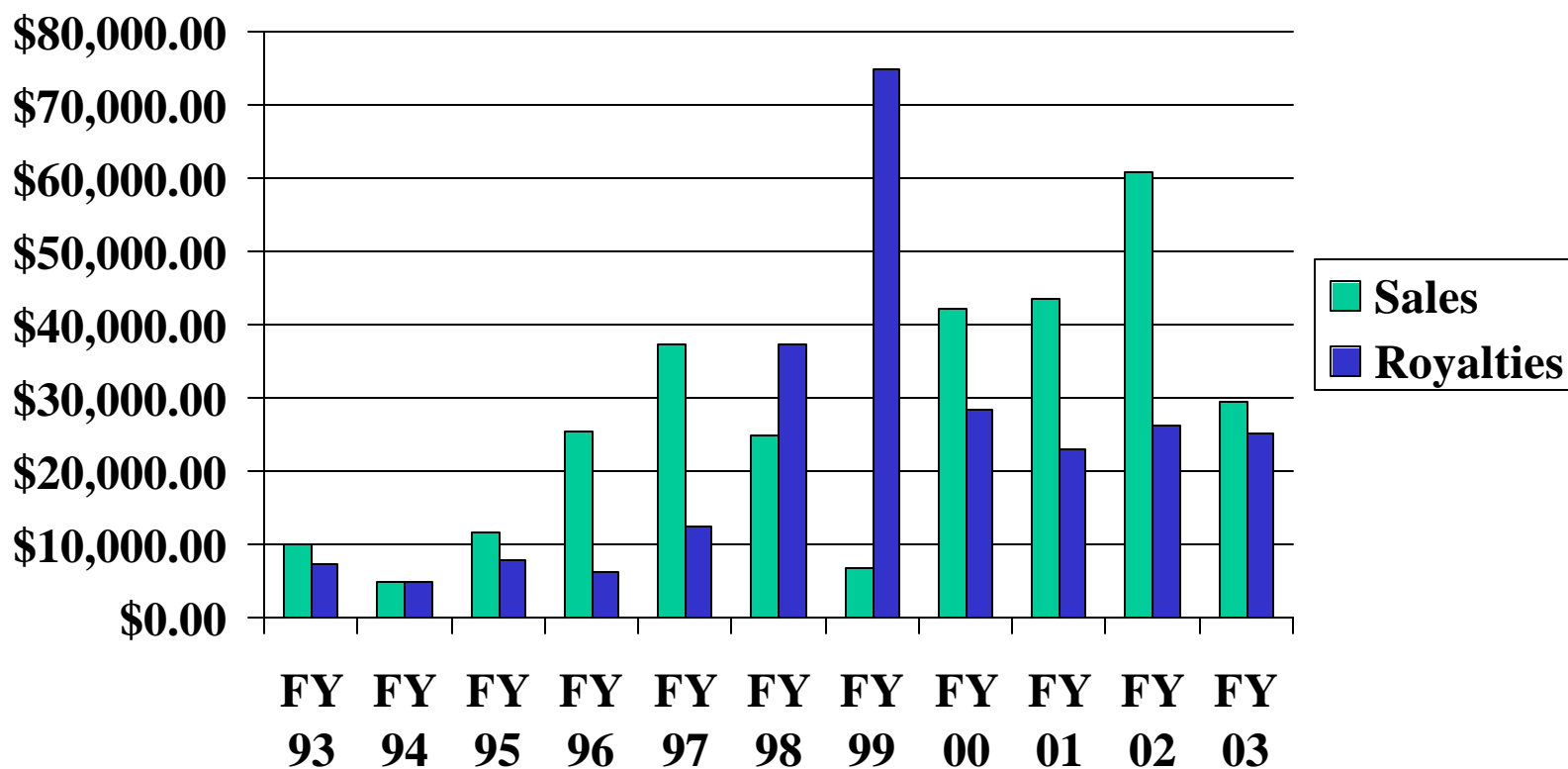
It is recommended that further information/research needs to be gathered to assist in answering the question, “What is the purpose of AASL’s publishing area? And “What is the strategic direction for the publishing area?”

Also additional follow-up was recommended:

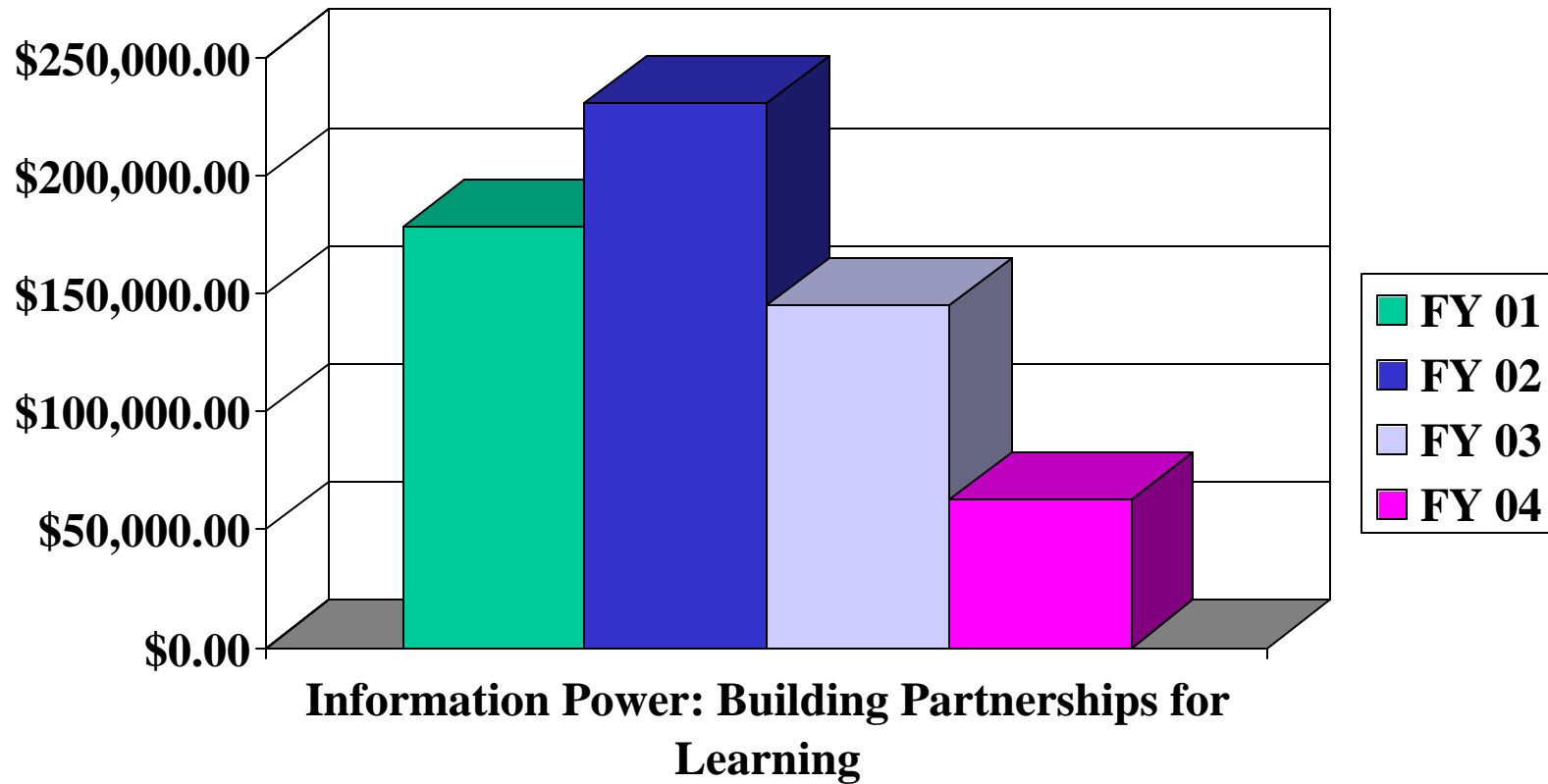
1. Include on AASL Board Agenda in June.
2. Continue dialogue with the Publications Committee.
3. Further clarify the issue at the next Executive Committee Meeting and create questions for the Publications Committee to answer.
4. Further review the data on publication sales provided by staff by Executive Committee.
5. Identify realistic choices considering structural issues related to ALA.

AASL Publication Sales & Royalties

FY 93 – FY 03



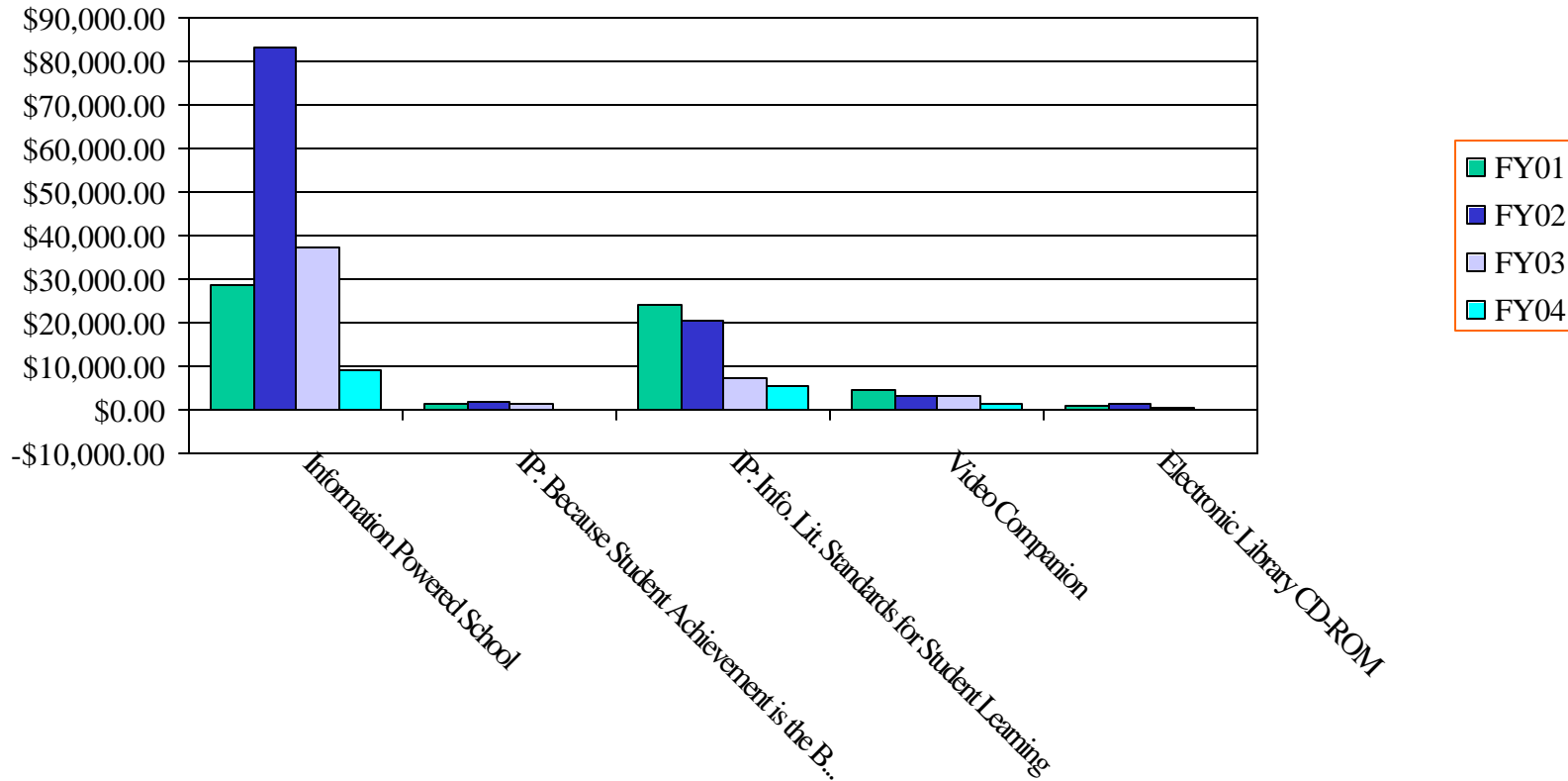
AASL PUBLICATION SALES
Information Power
FY 01 – FY 04



AASL PUBLICATION SALES

Information Power : Ancillary Titles

FY 01 – FY 04

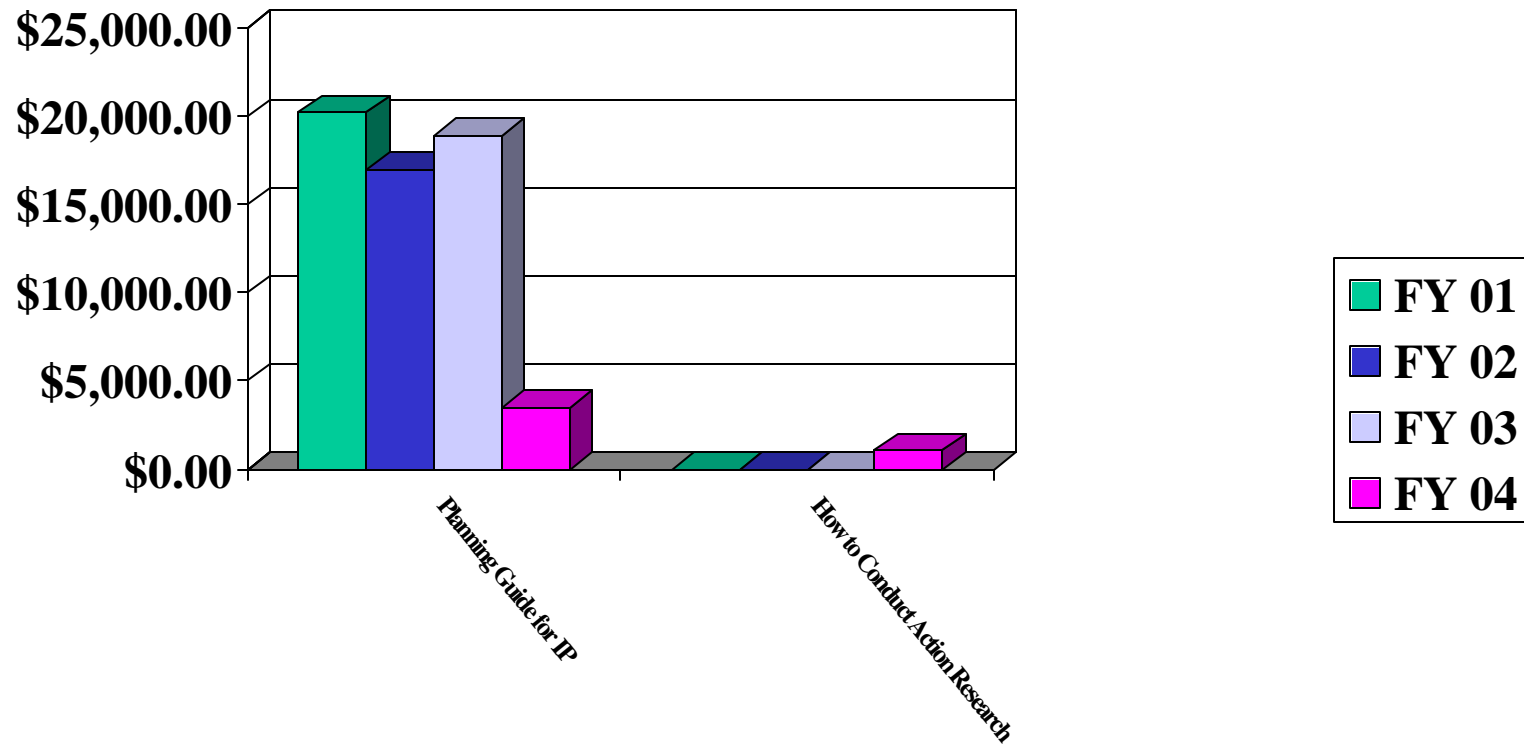


AASL PUBLICATION SALES

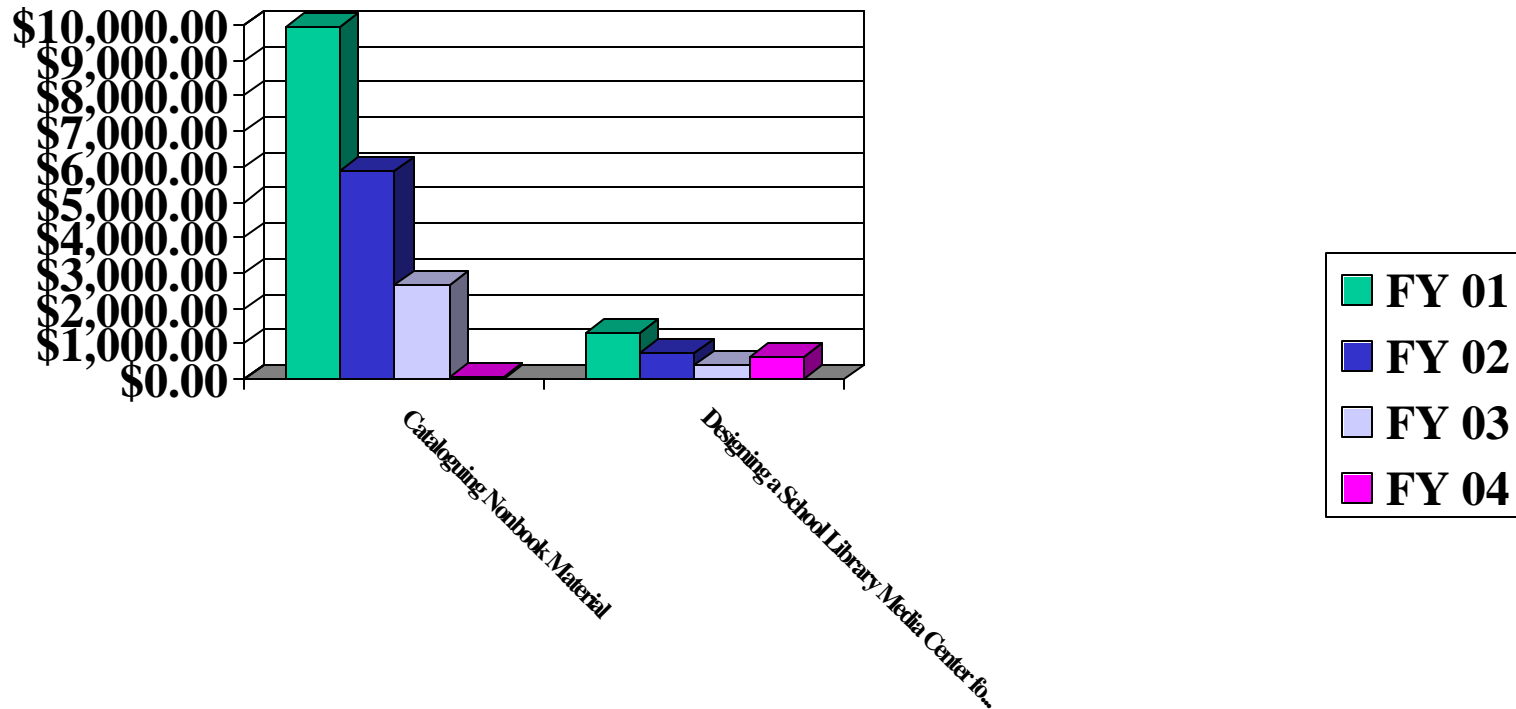
Bottom Line Series

FY 01 – FY 04

(Please Note: *Portfolio Guide for School Library Media Specialists* will be available Annual, 2004)



AASL PUBLICATION SALES
FY 01 – FY 04
General AASL Publications



DATE: April 15, 2004
TO: Julie Walker
FROM: Patrick Hogan
RE: ALA Editions publishing to the K-12 market

Following up our meeting a couple of months ago, I'm writing to brief you on our publishing plans for the K-12 market. Please share this memo with your members active in AASL publishing.

In Fall 2002, ALA Editions developed an acquisitions plan for titles for the school market. We conducted a survey to people who either were members of AASL or had purchased *The Information Powered School*. Our acquisitions editor focused on the school market in the customary activities of scanning trends, market needs and competitor activity. Our plan is to publish 5-7 books annually for school library media specialists, and our FY05 list hits that range.

Positioning

Editions titles for the school library market will be positioned much like the rest of the list: hands-on, how-to books that provide practical solutions for the reader. While maintaining this practical bent, we will strive to publish books of substance that are sound and research-based.

Editions books for the school librarian will provide hands-on learning activities that are tied to the curriculum and national standards; show the reader how to become more visible in fabric of the school; help raise test scores; provide innovative information literacy tools; and present smart ways to manage technology.

We will continue to recruit the best authors in the profession and maximize the sales opportunities that come with their name recognition.

AASL

Editions has partnered with AASL in the past to publish books such as *Information Power* and *The Information Powered School*. These books have sold extremely well—and their success can be attributed in large part to the AASL affiliation and exposure. AASL is also able to directly plan programming around a book, which has been shown to boost sales.

ALA Editions' experience in publishing with ALA divisions, however, has shown that the committee structure can present obstacles to the editorial process and efforts to get a book to market quickly. It is nonetheless essential to any kind of standards or guidelines. Furthermore, we have seen that motivated committee leaders or staff can streamline these processes. We are open to working with AASL in less formal ways. For example, we have given ALA units or divisions a small royalty share in return for author referrals or editorial content reviews.

ALA Editions looks forward to partnering with AASL to publish big books on national standards or other national initiatives. We will continue to recruit independent authors according to our acquisitions plan. We also would welcome discussions on collaborative publishing.

50 East Huron Street
Chicago, Illinois 60611-2795
USA

Telephone 312 280 4386
Fax: 312 664 7459
Toll Free: 800 545 2433, ext. 4386
TDD: 312 944 7298
E-mail: aasl@ala.org
<http://www.ala.org/aasl>

AASL American Library Association

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

To: Patrick Hogan

 From: Julie Walker

RE: AASL Board Motion

Date: March 1, 2004

At the ALA Midwinter Meeting in January, the Board of Directors of the American Association of School Librarians (AASL) passed the following motion:

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.

Although beyond this request, I would like ALA Editions to consider allowing AASL to make freely available both the standards and the indicators. Members point to the distribution of the ACRL standards and, thus, their wider adoption outside the library community as a valid reason for this. I also believe this would be an effective tool to market the standards publication outside of the library community. Finally, there are a number of "standards" projects in the works and I believe allowing access would raise the visibility of both ALA and AASL in the larger education community.

ALA Editions

MEMO

DATE: May 12, 2004

TO: Julie Walker

FROM: Patrick Hogan (x3240) 

RE: AASL Board motion

ALA Editions would agree to your "blanket waiver" request for the Information Literacy Standards for Student Learning and the indicators. I am proposing a novel way to implement it that would create a publicity opportunity.

My recommendation is that ALA Editions publish *Information Literacy Standards for Student Learning* under a Creative Commons license as an Adobe PDF without any digital rights protection. The Creative Commons License would codify your requested dissemination of the standards and indicators. Creative Commons' "human readable" common deed, full license, and instructions on displaying license are attached. You can find additional information at: <http://creativecommons.org/>

As you know, *Information Literacy Standards for Student Learning* is essentially Chapter 2 of *Information Power* and presents only the standards and indicators with examples and explanations. It is priced at \$20 and is meant for administrators, teachers, or other non-librarian stakeholders in the school library.

Below are sales for the two books, which were published in July 1998.

Information Literacy Standards for Student Learning

Year	Units	Revenue
1 st 26 mos	10,483	240,770
FY01	1,466	23,946
FY02	1,205	20,350
FY03	406	7,233
FY04 TD	326	5,538
TOTAL	13,886	297,837

Information Power

Year	Units	Revenue
1 st 26 mos	46,168	1,326,941
FY01	6,646	178,635
FY02	7,089	230,669
FY03	4,977	145,345
FY04 TD	2,148	62,758
TOTAL	67,028	1,944,348

Stock on hand of *Information Literacy Standards for Student Learning* is 858, which looks to be two years worth of inventory. It is unlikely that we would choose to reprint given sales level and its availability as a chapter in *Information Power*. The risk factor then is the possibility that freely disseminated information literacy standards would harm the sales of *Information Power*. We would be giving away 20% of the *Information Power*, but excluding the guidelines for running a school library media center. I believe that unique content would continue to attract SLMS purchases.

The benefit, of course, is increased visibility in the larger education community for AASL and ALA .

Please let me know what you think. If you agree with this recommendation, I'd like to discuss next steps. I expect you would need to present it to your board. We would also need to gain approval from AECT, which holds copyright jointly with ALA. I am optimistic that AECT would be agreeable to this approach. I had no problem getting permission for netLibrary. AECT does not list *Information Literacy Standards for Student Learning* with their publications, only *Information Power*.

AASL Board of Directors

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

- Topic:** Strategic Planning Proposal
- Background:** President-elect Dawn Vaughn has developed a proposal for a strategic planning process to take place during 2004-2005.
- Action Required:** Review and discussion of the proposal.

PROPOSAL FOR AASL STRATEGIC PLANNING
June 2004

Submitted by Dawn Vaughn, AASL President-Elect

In June 2001, the AASL Board of Directors adopted a Strategic Plan for AASL. This plan was an impressive undertaking in which the Directors developed action plans and benchmarks for the mission, goals, and values AASL developed in 1996. In January 2003, the AASL Board added a vision statement. The 2001 plan was organized around previously identified responsibilities to the field as well as responsibilities to members. This plan was ambitious, and the board and members have worked diligently to complete the specific action steps identified within this plan. We can all be pleased with the results that have been accomplished through the completion of this plan.

Strategic planning is an ongoing process, and it is time to begin looking at the future direction of AASL. We will build on the successes we have had up to now as well as plan for the association's future. AASL Executive Director Julie Walker and I have been in contact with Tecker Consultants, which has provided us with a proposal for the planning process. [See additional document.] The process will have three parts: 1) collection of data, 2) planning, and 3) implementation. The entire process will take almost one year. [See timeline below.]

I propose that we begin the strategic planning process in Boston, at the 2005 ALA Midwinter Meeting. This process will take a commitment from each of us as Board members, both in terms of time and dedication. We will need to allot one additional day at Midwinter and Annual for planning. Each Board member will be allocated a \$150.00 stipend to cover an extra day of housing and a meal. In order for this planning process to be successful, we must all commit to attend every planning session. Due to the additional time requirements, AASL Directors-elect will not be required to attend the Thursday Board meetings at Midwinter and Annual. Director-elects are invited and urged to attend and participate in the strategic planning sessions. [See timeline below.]

TIMELINE

Fall, 2004	Collection of Data We will use the quantitative data that has already been collected by AASL as well as collect qualitative data through interviews
Midwinter, 2005 Boston	Thursday, Jan. 13 – afternoon board meeting Friday, Jan. 14 – all day strategic planning session Saturday, Jan. 15 – half day strategic planning session Sunday, Jan. 16 – board meeting
Spring, 2005	Executive Committee Meeting – Program analysis
Annual, 2005 Chicago	Thursday, June 23 – afternoon board meeting Friday, June 24 – Strategic planning session (Creation of Strategies) Present strategies at All-Committee meeting
July, 2005	Action Planning and Implementation – training with staff only
Fall, 2005	Present the strategic plan at the national conference

FEES

Step 1	Review of Background Material	N/C
Step 2	Qualitative Web-based Research Includes preparation of questionnaire, telephone interviews, and final report.	\$5,000.00
Step 3	Strategic Planning Session (1 ½ Days) Includes all planning materials and draft strategic plan.	\$7,000.00
Step 4	Strategic Program Analysis Includes preparation of materials and final report.	\$4,000.00
Step 5	Creation of Strategies Includes preparation of materials and creation of final strategic plan.	\$3,500.00
Step 6	Plan Implementation and Action Planning with Staff Includes preparation of materials and final report.	\$3,500.00
	Stipend for Board of Directors.	\$5,700.00
	TOTAL COSTS	\$28,700.00

Note: The FY06 budget already reflects a \$25,000 placeholder for strategic planning.

Proposal for Strategic Planning and Thinking with the American Association of School Librarians (AASL)

March 2004



Prepared By
Tecker Consultants, LLC
427 River View Executive Park
Trenton, NJ 08611
(609) 396-7998
www.tecker.com

Overview

Tecker Consultants, LLC (TC) is pleased to provide the American Association of School Librarians (AASL) with the following work plan for a strategic planning and thinking process that will:

- Engage stakeholders in providing an assessment of the current and future environment in order to provide a baseline of knowledge and a context for planning strategically.
- Create a Strategic Plan for the organization using the Four Planning Horizons model developed by Tecker Consultants and concepts of Knowledge-Based Strategic Governance.
- Provide an assessment of the association's current product/program portfolio and identify "gaps" in services. (*Optional*)
- Assist the organization in developing a knowledge-based approach to decision-making and governance.
- Assist staff in integrating the results of the Strategic Plan into annual work and financial plans. (*Optional*)

In addressing these issues through a process of planning and thinking strategically, Tecker Consultants methodologies are designed to enable AASL to build on the strengths it has established to date, while at the same time stretch its vision further into the future. TC's methods also ensure that organizational systems, structures, and processes will support implementation of the vision that the plan will call for, and that changes to those organizational elements are in fact driven by the organization's long-range strategy.

In assisting groups, Tecker Consultants utilizes an approach that facilitates not merely the execution of a strategic planning effort, but the implementation of an approach we believe is essential in setting the tone, direction, and thrust for a successful 21st century organization – the process of planning and thinking strategically. The suggested approach is designed to integrate a way of thinking that focuses each decision the organization makes on the potential to provide positive outcomes and benefits, and the desire to remain relevant to members and to those they serve for many years to come.

The following process design incorporates concepts created and tested by many trade and professional associations and includes elements of Knowledge-Based Strategic Governance developed by TC. Knowledge-Based Strategic Governance is used as a mechanism for consultative leadership that recognizes the importance of identifying and understanding the needs of stakeholders; allowing for strategic dialogue among volunteer leaders and staff before decisions are made; building an association of trust that recognizes diverse opinions; and creating a nimble infrastructure that can react quickly to industry opportunities and future challenges. TC assists associations in closely examining the challenges and opportunities within the member's profession and works with the organization to position it to successfully respond.

Desired Outcomes of Planning

The overall goal of a strategic planning effort is to assist the organization in the development of a plan that will enable it, through the next 1-15 years, to successfully meet member and stakeholder needs. The plan produced by this effort will be a clear and easily communicated document. It will lend itself to establishing annual program priorities and operational plans that are easily translated to committees and staff, and can be easily updated in the future.

The process will enable the AASL to:

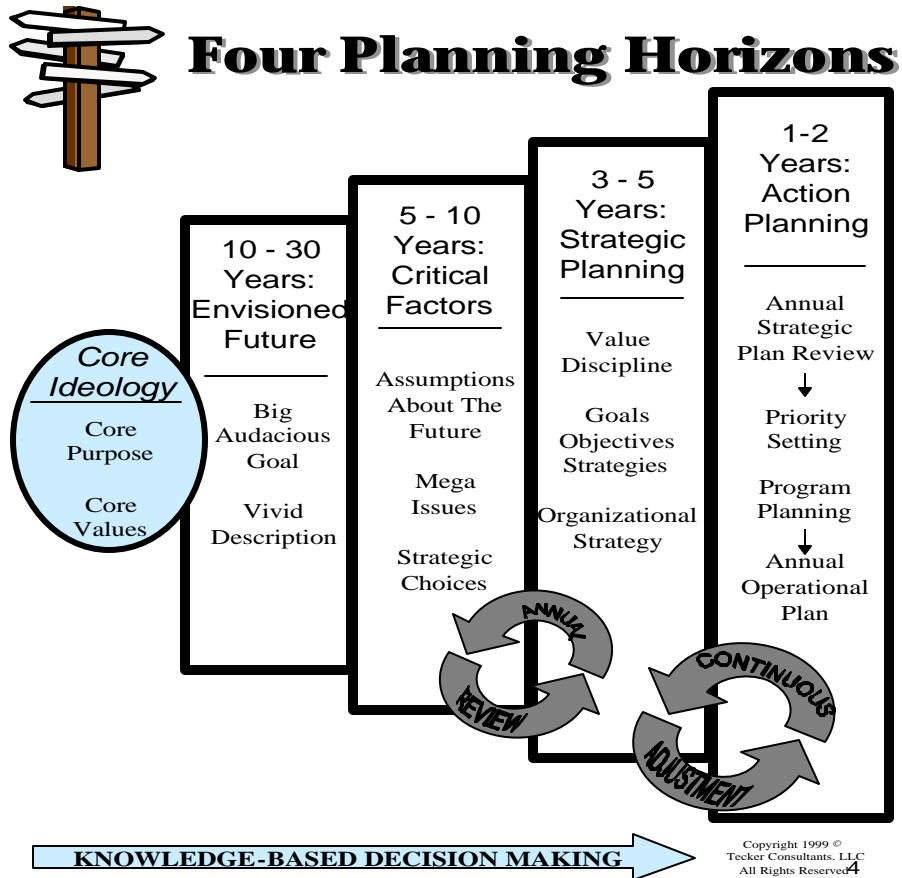
- Challenge assumptions while preserving key traditions and values that will continue to be core.
- Reach consensus on assumptions about the relevant future environment that are most significant and most likely.
- Assess current ways of governing and operating and offer recommendations for change.
- Increase comfort with future paradigm shifts necessitated by the changing environment.
- Assist in providing focus to AASL in order to meet future challenges and opportunities and to remain a viable and successful organization for years to come.

The approach we propose will entail creating understanding of and involvement in the planning process by the organization's leaders and staff; and developing an approach that is open to participation and input and creates buy-in from additional member constituencies.

Tecker Consultants' Approach to Planning

Tecker Consultants has found that in assisting organizations in constructing the elements of a strategic long-range plan, the use of a framework of four planning "horizons" has become an increasingly powerful tool both for the creation of effective strategy and for ensuring relevance of an organization's long-range direction over time.

The Four Planning Horizons framework is outlined on the next page. Decisions on which activities within the horizons to focus time and attention to are jointly decided by the association's leadership and TC consultants.



In general, the Four Planning Horizons concept consists of crafting a comprehensive strategic direction which is based on the balance between **what doesn't change** – the timeless principles of the organization's core purpose and core values, **and the vision that drives change** - what the organization seeks to be or become within a **10-15 year horizon**, characterized by the articulation of an Envisioned Future – consisting of a big audacious goal and a vivid description – what it will be like to achieve the goal.

The articulation of the Envisioned Future guides the organization in the consideration of next set of factors that will affect the **5-10 year horizon** – a set of preliminary judgments about future conditions impacting the organization and its members. Elements of the strategic plan built here include **assumptions about the relevant future environment**, which provide an underlying set of factors, both likely and uncertain, upon which the organization will define its 3-5 year goals. When conditions change, strategy needs to be adjusted. These statements provide a basis upon which the Association can purposefully update its strategic plan on an annual basis and ensure the ongoing relevance of its strategy.

Another key outcome of planning is the implementation of a process that supports ongoing review and adjustment of strategy. Critical uncertainties often represent emerging strategic “mega” issues that suggest critical choices the organization will need

to make in navigating its way toward the future. **Knowledge-Based Governance**, a philosophy of governance, decision-making, and board process that Tecker Consultants has been evolving with leading Associations such as the American Society of Association Executives, forms a basis for the installation of an underlying philosophy of ongoing strategic thinking across the organization. It embraces these basic and long-standing concepts of effective leadership that allow boards to govern strategically:

- Successful boards decide and delegate rather than react and ratify;
- Effective leadership focuses on the outcomes desired rather than on the activity required;
- Strategic leadership means focusing on what needs to happen next, rather than on what has already been done;
- Good boards spend their valuable and limited time together using information not collecting it;
- Issues of capacity, core capability, and strategic position are routinely considered in deciding what to do;
- Fiduciary responsibility can be exercised by defining desired outcomes consistent with strategic intent and core values, rather than detailing how an outcome is to be achieved or re-managing work after its been accomplished.

Orientation to and installation of the process of Knowledge-Based Governance can be integrated into the work of the planning process, and its implications for Board, Staff and volunteer workgroups can also be fully explored.

The linkage of strategic judgments continues into the **3-5 year horizon**, through the development of a formal long-range strategic plan, in which the organization must articulate the outcomes it seeks to achieve for its stakeholders. How will the world be different as a result of what the organization does? Who will benefit and what will the likely results be?

Finally, the articulation of outcome-oriented goals, objectives, strategies, and determinations of the organization's annual operational allocation of discretionary resources is represented in the **1-2 year planning horizon**. In order to make sufficient progress toward its envisioned future, an Association must have an effective operational planning process that reflects strategic judgment as well as measurability. The strategic long-range strategic plan must be linked to annual planning, budgeting, and evaluation in a systematic approach that enables long-range strategy and judgments about what must be done each year.

Desired Project Outcomes

It is our understanding that AASL desires to engage the work of an outside consultant to assist them in working through and implementing a strategic planning and thinking process. Project outcomes may include:

- A deep understanding of the current and future environment in which the organization represents and serves.
- A strategic direction for AASL that assists in providing laser-focused operational strategy for the short-term and a longer-term vision positioning the organization for future success.
- A Plan that can be used by volunteer leaders and staff to guide future programs, services, and initiatives that will lead the organization forward.
- An implementation strategy that assesses the current portfolio of products and services and creates Action Plans to implement the Strategic Plan.

Roles and Responsibilities – Tecker Consultants

In view of the AASL’s needs, the following TC partners have been selected to the lead this effort:

Paul D. Meyer, CAE, is a Principal Partner with TC. Paul provides extensive experience in conducting quantitative and qualitative research for clients, facilitating strategic planning, creating communication strategies and developing programs for implementation of strategic outcomes. Prior to Paul’s work with Tecker Consultants, he worked on the staff of several not-for-profit organizations leading strategy design and implementation teams in addition to managing departments such as membership, marketing, industry research, public relations, branding, information central, education, customer service, and product development.

Paul is co-author of the ASAE Foundation’s latest book on governance and strategy, *The Will to Govern Well*.

Paul will serve as primary consultant. He will be involved in project design, research, report development, and meeting facilitation.

A full biography is attached.

In projects of this nature, TC consultants typically function in three distinct roles – as **facilitators** to ensure meaningful output of work products from each step, as **designers**, to provide a common framework of concepts upon which to base analysis, and as **consultants**, sharing the knowledge and experiences gained through working with a wide variety of organizations in many different industries. Critical to project success is the consultant’s ability not only to manage a balance between these three roles, but also to clearly communicate the frameworks at the time, to ensure a common understanding and set of expectations among client project participants.

Timeframe And Outline of Proposed Approach

Final project planning between TC and the AASL will insure that all phases of the project will be completed within the timeframe identified by the association.

Step 1. Background Material Review

TC partner will review all background materials relevant to the AASL strategic planning initiative including current planning documents, any relevant research conducted in the recent past, relevant meeting minutes, operational and governing documents. This information will form the basis for the development of the qualitative research survey tool and a baseline for the consultants understanding of the organization.

Step 2. Qualitative Telephone Research and/or Web-based Quantitative Research

Qualitative Telephone Research

Tecker Consultants will conduct telephone interviews of about 40 minutes in length with identified members of key stakeholder groups. TC will design the qualitative research tool along with AASL staff. A range of between 20 to 25 interviews would be conducted on such stakeholder groups including: inactive and active members and possibly nonmembers. Board and staff members may also be interviewed. Qualitative research allows the organization to probe deeper to obtain a better understanding of the issues. The purposes of the research are to: determine future wants and needs, determine marketplace future assumptions, and identify barriers between member subsets. Several key issues will be discussed with members:

- Environmental Trends and Future Assumptions.
- Real and Perceived Future Opportunities.
- Strategic Positioning and Branding of Organization.
- Assessment of Real and Perceived Future Success.
- Industry and professional changes, challenges, and future opportunities.

Telephone interviews will be conducted by Paul D. Meyer, CAE.

Quantitative Web-based Research

Tecker Consultants will conduct a web-based quantitative member needs assessment survey for AASL. TC will design the research tool along with AASL staff. TC will link the survey to AASL's Web site and provide marketing copy for promotional purposes. Responses will be tallied by TC and reports generated. TC will provide expertise in the interpretation of the data and how it can be used in the strategic planning and thinking process.

Research questionnaire will be created by Paul D. Meyer, CAE and effort will be coordinated by TC staff.

Deliverables from Step 2 – TC Consultant will create final reports from the research conducted. These reports will be presented and discussed during the Strategic Planning Session.

Step 3. Facilitated Strategic Planning Session with AASL Board of Directors and Staff – 1 ½ to 2 day session

TC consultant will conduct a facilitated session. Participants will include the Board of Directors and selected AASL staff. By the end of the session, the group will have:

- Identified the conditions that will affect AASL in the next 5-10 years by defining assumptions about its future environment and critical uncertainties inherent in that future.
- Confirmed/redefined a timeless core purpose describing the fundamental reasons the organization exists, its purpose and values.
- Reviewed/reconfirmed a 10-15 year Envisioned Future of what the organization seeks to become; consisting of a Big Audacious Goal and Vivid Description of what it will be like to attain the goal.
- Defined critical “mega issues” AASL must respond to in the next 5-10 years.
- Develop critical goals and objectives for the next 2-3 years.

Deliverables from Step 3: TC Consultant, Paul D. Meyer, CAE, will create materials, facilitate discussion, and create draft strategic plan.

Step 4. Strategic Program Analysis – one-day session (Optional, but highly recommended)

Strategic Program Analysis involves assessing current programs, services, and activities based on two sets of criteria:

Program Attractiveness – the degree to which the program, service, or activity is attractive to AASL as a basis for current and future resource deployment; and

Competitive Position – the degree to which the AASL is in a strong position to support the program. The approach is based on three considerations:

1. There are more opportunities to respond to issue/member needs, wants, and expectations than there are resources to meet those expectations.
2. Given limited resources, AASL generally should not directly duplicate the services of other organizations.
3. Focus is important. Providing mediocre or low quality programs in many areas is inferior to providing higher quality programs in response to a set of focused, common interests.

This assessment will enable AASL to identify program strategies for each of its current programs – for example, aggressive growth, orderly divestment, joint venturing with other organizations, or building strength.

Deliverables from Step 4: TC Consultant will deliver a report with positioning recommendations and strategies for the association’s current product portfolio and identify gaps where new products may be considered.

Step 5. Creation of Strategies – one to 1 ½ day session

In a one to 1 ½ day(s) meeting with a combination of AASL leadership and staff, participants will consider the strategic planning work to date, the results of research, and the results of the product/program assessment in creating the association’s strategies. These strategies will include opportunities to fill gaps in products and programs as a result of the earlier work.

Strategies describe how the association will commit its resources to accomplishing its identified goals. They bring focus to operational allocation of resources. They fit into the one-to-three year timeframe reviewed every year by the Board and serve as a link from the long-term planning to annual planning. Strategies set priorities for committees, staff and all other work groups.

Deliverables from Step 5: TC Consultant Paul D. Meyer, CAE will facilitate session and complete Strategic Plan as an outcome of Step 5 in addition to a report on the mega issue discussion.

Step 6. Plan Implementation and Action Planning Session with Staff – one-day meeting (Optional, but highly recommended)

In a one-day meeting, AASL staff and consultant will review the process for ongoing updating of the plan, and identify key implementation issues. Staff with significant responsibility for implementation will drive out the development of a draft implementation plan. Development of a transition strategy - the challenges of managing the change process - will be addressed. In this step, we will also review the AASL process for operational planning and identify key implementation issues that will be critical to integrating strategic plan work within the budget and resource allocation scheme. Using the TC organizational infrastructure model, which considers key elements such as stakeholder, governance, staff and volunteer workforce structures, financial information and knowledge flow, we will develop an action plan for what elements the organization will need to adjust in order to execute work that the plan calls for.

Deliverables from Step 6: TC Consultant will deliver a report with recommendations on plan execution and implementation.

Professional Fees

TC professional fees include preparation, coordination, travel time, consultation and facilitation time, as well as one master copy of working materials and reports for AASL reproduction and distribution. TC expenses include telephone costs for interview segments where needed, overnight courier fees, coach airfare plus ground transportation, meals and lodging as necessary. All expenses are billed at cost and are not subject to markup.

Project rates for facilitated sessions include preparation time, development of workbook materials, consultation with staff and volunteers, and report writing. Hourly rates are not necessary in order to complete the design outlined in this plan.

SCHEDULE OF PROFESSIONAL FEES

Step 1 – Review of Background Material	N/C
Step 2 - Qualitative Research Includes preparation of questionnaire, telephone interviews, and final report.	\$5,000
Quantitative Web-based Research Includes preparation and design of questionnaire and tabulation and analysis of results.	\$5,000
Step 3 - Strategic Planning Session (1 1/2 Days) Includes all planning materials and draft strategic plan.	\$7,000
Step 4 – (Optional) Strategic Program Analysis (1 Day) Includes preparation of materials and final report.	\$4,000
Step 5 - Creation of Strategies Includes preparation of materials and creation of final strategic plan.	\$3,500
Step 6 – (Optional) Plan Implementation and Action Planning with Staff Includes preparation of materials and final report.	\$3,500

TOTAL PROFESSIONAL FEES **\$15,500 –**
\$28,000

Direct expenses will be billed as incurred. All fees and expenses are due within 30 days of receipt of our statement. Alternative billing arrangements may be considered by Tecker Consultants if appropriate.

Next Steps

TC supports and applauds AASL's commitment to strategic planning, thinking and implementation and could offer significant assistance in this endeavor. We have designed this plan with that goal in mind. TC is always willing to discuss adjusting aspects of this plan to align more closely with the organization's needs, perspectives, and budget.

If there are any questions on any aspects of this plan, please do not hesitate to contact, Paul D. Meyer, 703.449.9019 or email: pmeyer@tecker.com. It would be a privilege to assist AASL as it prepares for future success.

Sincerely,

Glenn H. Tecker
President and Chief Executive Officer

Accepted for the American Association of School Librarians

Signature

Title

Date



About Tecker Consultants

Tecker Consultants is an international consulting practice focused on meeting the special needs of organizations managing through change. The most successful approaches to research, strategy development, facilitation, and training, are carefully integrated to help companies solve complex problems and reach new goals.

Recent assignments include guiding and assisting organizations in:

- **Reshaping governance and management structures** to be better able to make a greater number of increasingly complex decisions more quickly.
- **Repositioning a company** or major program for success in a more competitive environment.
- **Integrating technology** to improve work group processes and communications while reducing travel cost and time.
- **Constructing strategic alliances or consolidations** among like-minded organizations to increase value, improve quality, and obtain cost efficiencies.
- **Building and sustaining an enabling culture** which supports the organization's ability to act on its most important opportunities.

Glenn Tecker, President and CEO, and the other nationally respected Principal Partners of the practice, have successfully helped leaders to “move ideas” through organizations in a wide variety of industries.

The collective competencies of Tecker Consultants enable us to provide the talents, skills and expertise needed to achieve each project's unique objectives. Working in partnership, consultant and client identify desired results, roles, responsibilities, and costs.

In a recent survey, clients describe our work as “superior” and identify four attributes that distinguish its quality:

- Talented facilitation that inspires thoughtfulness, commitment, and action.
- Expertise in the special dynamics of leadership in complex organizations.
- A valuable knowledge base of alternatives and insights gathered through experience with a variety of for profit, public, and not for profit organizations.
- Tools and approaches that make strategic thinking and learning productive and enjoyable.

427 River View Executive Park, Trenton, New Jersey 08611
(609) 396-7998 • Fax (609) 396-6260

PAUL D. MEYER, CAE

Paul D. Meyer, CAE, is a Principal Partner with Tecker Consultants, LLC, and is President of StrategyPlus Consulting, Inc., providing strategy development consulting, internal analysis, volunteer leadership development, governance remodeling, and research to not-for-profit organizations and corporations. Paul is also Principal Consultant with Thunderbolt Thinking, a consulting firm providing innovation development to organizations.

Consulting Experience

Paul has worked with large national trade and professional associations as well as state and local component organizations and community-based institutions representing a variety of industries, professions, and causes such as medicine, construction, education, travel, dentistry, accounting, sports, engineering, pharmacy, scientific research, children's health, library sciences, healthcare, public institutions, insurance/financial services and universities as well as corporations. His primary areas of expertise include strategic planning facilitation and implementation, e-commerce positioning, operational analysis, market and marketing research, leadership development, governance re-engineering, branding, and product/program assessments. He is a proven researcher, trainer, and group process facilitator focused on producing results through collaboration, group dialogue, and research assimilation. Mr. Meyer's skills and experience enables him to assist groups at reaching consensus in developing new opportunities, creating innovative solutions, solving problems, and achieving identified organizational goals.

Not-For-Profit Experience

With over 15 years of experience in managing not-for-profit organizations, Paul brings a wealth of knowledge and innovative thinking to his consulting engagements. He has held a variety of positions within organizations developing expertise in organizational strategy, governance, revenue creation, market research, e-commerce, alliance building, marketing, public relations, knowledge management, branding, chapter relations, membership, leadership training, customer service, international expansion, and new product development.

Corporate/E-commerce Experience

Paul has provided Business Development expertise in creating and managing an Internet e-commerce company. He was involved in the initial start-up and successful launch of a multi-million dollar Internet-based provider of insurance services. Through this experience, Paul gained significant expertise in e-commerce strategy and web-based product development.

Education and Professional Involvements

Paul has an MBA from Marymount University and has earned his Certified Association Executive (CAE) designation from ASAE. He is an active member of American Society of Association Executives and the Greater Washington Society

of Association Executives serving on committees, contributing to publications, and speaking at conferences.

Paul has also published articles and led workshops on such topics as strategic planning, strategy execution, corporate branding, marketing, leadership training, market research, new product development, e-commerce, membership, non-dues revenue, customer service, and organizational strategy.

Paul is co-author of the ASAE best-selling book on organizational change and strategy, *The Will to Govern Well: Knowledge, Trust, and Nimbleness*.

AASL Board of Directors

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

Topic: Long-Term Investment

Background: Endowment trustees Robert Newlen and Rick Sweiterman have been invited to address the Board concerning strategies to grow AASL's long-term investment. The LTI was established this budget year with an initial contribution of \$49,999.

Action Required: None

AASL Board of Directors

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

Topic: Committee Reports

Background: Below are recommendations for Board consideration/action taken from the Annual committee reports. The full reports will be available on site in the *2003-2004 Annual Report to Membership*.

Action Required: As indicated on individual report.

@ Your Library School Campaign Special Committee

NOTE: Chair Harriet Selverstone will attend Board II to answer questions.

1. Set up a formal mechanism to determine what is happening in each state vis-a-vis this campaign. Perhaps begin a regular column in KQ that spotlights @ your library initiatives in school districts and states
2. A survey to determine what percentage of principals were provided with awareness of the campaign
3. Hopefully have someone from the present committee to serve on the new committee to provide continuity and recognition
4. Within the AA: have a measurement of success of programs/campaigns listed on regional reports submitted. The incoming AA chair could make this one of her/his three issues to be reported on and announced ahead of time so representatives could gather the information. Then a report would be made to the Board near the end of conference
5. Develop a survey similar to the one for the implementation of Information Power
6. Check with ACRL to consider a partnership in evaluation
7. Partnership with national PTA and other educational associations (NAESP, NASSP, etc.)
8. Next MW 2005, have Poster Sessions to share state plans.

Recommendation

- 1) Consider acting on all of the above suggestions - and most definitely continue the committee work.

Awards Committee

Recommendations

- 1) Explore the question regarding 2-year terms for chairs.

NBPTS Special Committee

Recommendations

- 1) Recruit members for the committee from the higher education sector and have those presently on the committee who have NBPTS responsibilities serve as virtual members
- 2) Continue NBPTS Interest Group
- 3) Continue to work on toolkit that coordinates the portfolio and assessment items with ALA/AASL materials for candidates to use during preparation.
- 4) NBC's should be recognized at the next Annual conference because of the timeframe this could not be done at the Kansas City Convention.
- 5) Work with New Members Mentoring Committee to match up NBC LMS with candidates seeking certification.

NCATE Coordinating

Recommendations

Based on recommendations from reviewers and institutions, the committee requests permission to conduct training for institutions and reviewers at the 2005 AASL national conference.

AASL Board of Directors

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

- Topic:** Report from Bylaws and Organization Committee
- Background:** The AASL Bylaws and Organization Committee has asked to bring a status report to the Board.
- Action Required:** Discussion and possible action items.

AASL Board of Directors

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

Topic: @ Your Library Special Committee

Background: The @ Your Library Special Committee was established in June 2002. The initial charge was to:

“To work with the staff of the ALA Campaign for America’s Libraries to develop a public awareness focused on school libraries.”

Harriet Selverstone, Chair, has requested an extension for this special committee as noted in the *Annual Report to Membership*.

Action Required: Approve the extension

AASL CHANGE OF TASK FORCE/COMMITTEE STATUS REQUEST FORM

Name of Current Task Force or Committee: AASL @your library SPECIAL COMMITTEE

Requested change: Since this is presently a SPECIAL COMMITTEE, I would suggest that this be an extension using the same committee name for continuity and recognition.

Rationale for change: The present SPECIAL COMMITTEE will have completed its required two-year status in June, 2004. Thus far, the results of committee work of outreach to many AASL members, and school districts has proven successful and very much needed. Therefore, this committee should be extended to provide additional guidance in the area of public awareness of school library media programs and school library media specialists.

Proposed Description of new committee: The new Committee should set up a formal mechanism to determine what is happening in each state vis-à-vis this Campaign. Perhaps someone from the new Committee could begin a regular column in Knowledge Quest that spotlights @your library initiatives in school districts and states. There should be a survey to determine what percentage of principals were provided with awareness of the Campaign. Hopefully, someone from the present Committee should serve on the new one to provide continuity and recognition. Suggest that within the Affiliate Assembly, there should be a reporting of successes of programs and these can be listed in regional reports. Also develop a survey similar to the one for the implementation of Information Power.

Date request is made: June 8, 2004

Name and role of person requesting change: Harriet Selverstone, Chair,
@your library Special Committee

Date change request sent to Bylaws : June 9, 2004

Date change approved by Board of Directors:

AASL Board of Directors

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

Topic: Report from Affiliate Assembly

Background: At each Annual Conference, the chair of the Affiliate Assembly brings concerns and commendations to the Board.

Action Required: None