

**AASL Board of Directors
Annual Conference 2004
Orlando, FL
June 29, 2004
Board Meeting III
Agenda**

12:00 – 12:30

Lunch

12:30 – 1:45

BOARD ORIENTATION

12:30 – 12:45

Board Photograph
Introduction of the Board
Introduction of Staff

12:45 – 1:00

Recognition of Regional Directors-Elect
ALA/AASL Relationship & Operating Agreement

1:00 – 1:45

Board Primer 2004 -- 2005

1:45 – 2:00

Break

2:00 – 3:00

Regular Session

Regular Session Agenda

Strategic Planning Overview (Please refer to Doc. # 28)Item # 40
Mega Issue DiscussionItem # 41
Board Liaison Sign UpItem # 42*
Election of At-Large Member to the AASL Executive Committee.....Item # 43*

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
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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:

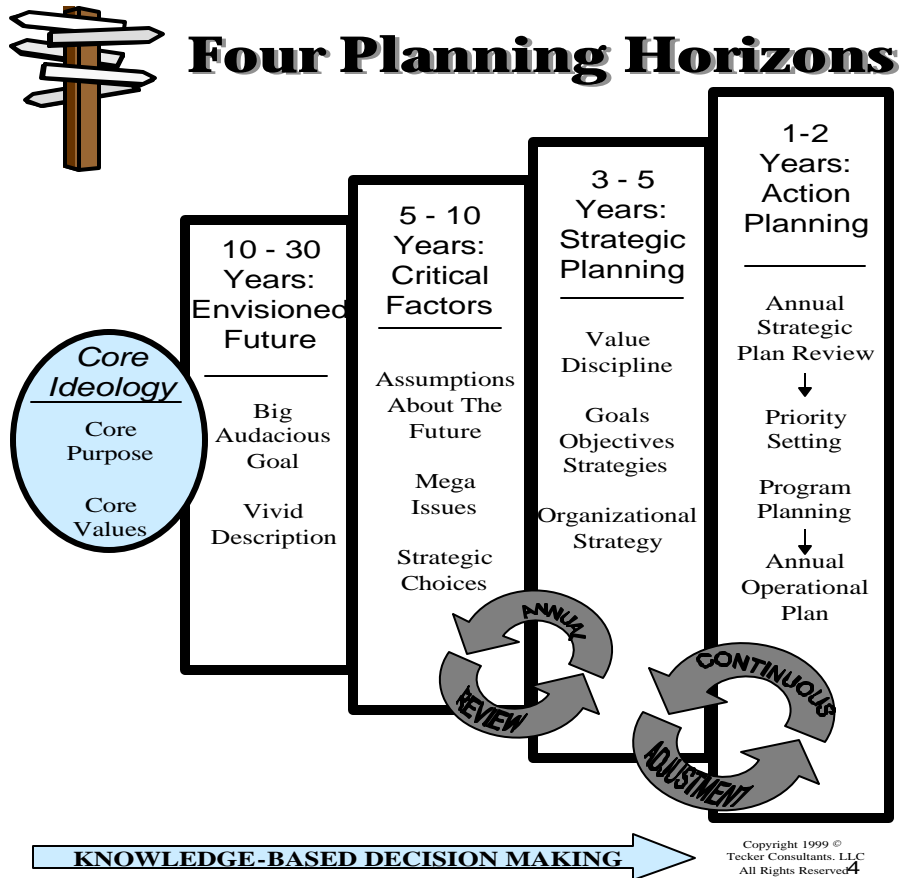
- Challenge assumptions while preserving key traditions and values that will continue to be core.
- Reach consensus on assumptions about the relevant future environment that are most significant and most likely.
- Assess current ways of governing and operating and offer recommendations for change.
- 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.

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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: Mega Issue Discussion

Background: At the 2004 Midwinter Meeting, Board members, Directors-elect and invited others were trained in knowledge-based decision-making. Knowledge-based governance is “a philosophy of governance and decision-making that forms a basis for the installation of an underlying process of ongoing strategic thinking and strategy development.”

The process involves answering four questions related to a strategic or “mega” issue:

What do we know about our members/ prospective members/ customers – needs, wants, and preferences, that is relevant to this decision?*

What do we know about the current realities and evolving dynamics of our members marketplace/ industry/ profession, that is relevant to this discussion?*

What do we know about the “capacity” and “strategic position” of our organization that is relevant to this decision?*

What are the ethical implications of our choices?*

*What do we wish we knew but don't?

New Board members will be introduced to the process through a discussion of a “mega issue” related to AASL's strategic planning process:

To what extent should non-member data inform our strategic planning process?

The following background documents are provided to inform your discussion:

1. The Status of School Library Media Centers in the US: 1999-2000 (NCES Data)
2. Status of Library Funding in the United States Quarterly Report
3. ALA Environmental Scan
4. AASL Staff Chart
5. About AASL
6. ALA Forums

Action Required: President Dawn Vaughn will lead the Board and the Directors-elect in a discussion of the question.

THE STATUS OF PUBLIC SCHOOL LIBRARY MEDIA CENTERS IN THE US: 1999-2000

Number of public schools and number and percentage of public schools with library media centers:

State and selected characteristics	Number of public schools	Number of public schools w/ library media centers	Percentage of public schools w/ library media centers
50 states and DC	83,824	76,807	91.6

Number of pupils in public schools, and number and percentage of pupils and state-certified library media specialists in public schools with library media centers.

		For schools with library media centers					
State and selected characteristics	Number of pupils in public schools	Number of pupils	Percentage of Pupils	Number of schools with paid state-certified LMS	Percentage of schools with paid state-certified LMS		
50 states and DC	45,035,115	43,599,096	96.8	57,781	75.2		

Number and percentage of public schools with library media centers where paid professional staff has a bachelor's degree or MLS or related degree as their highest degree.

State and selected characteristics	Number of schools with library media center	Number of schools where paid professional staff has bachelor's degree	Percentage of schools where paid professional staff has bachelor's degree	Number of schools where paid professional staff has MLS or related degree	Percentage of schools where paid professional staff has MLS or related degree
50 states and DC	76,807	15,305	19.9	31,954	41.6

Number and percentage of public schools with paid full-time or part-time state-certified library media specialists.

State and selected characteristics	Number of schools with library media center	Number of schools with paid full-time state-certified library media specialist	Percentage of schools with paid full-time state-certified library media specialist	Number of schools with paid part-time state-certified library media specialist	Percentage of schools where paid professional staff has MLS or related degree
50 states and DC	76,807	46,485	60.5	11,296	14.7

Number and percentage of public schools with paid library aides or clerical staff and regularly scheduled adult and student library volunteers during most recent full week.

State and selected characteristics	Number of schools with library media center	Number of schools with paid library aides or clerical staff	Percentage of schools with paid library aides or clerical staff	Number of schools with adult volunteers	Percentage of schools with adult volunteers
50 states and DC	76,807	54,956	71.6	29,210	38
State and selected characteristics	Number of schools with student volunteers	Percentage of schools with student volunteers			
50 states and DC	27,805	36.2			

Average library expenditures and book holdings for public school library media centers.

State and selected characteristics	Average library expenditures	Average book expenditures	Percentage of library expenditures spent on books	Average number of books acquired during 98-99	Average number of books held at end of 1998-1999
50 states and DC	\$8,729	\$5,683	65.1	488	10,232

Number and percentage of public school library media centers with CD-ROMs or video materials.

State and selected characteristics	Library media centers with CD-ROMs				Library media centers with video materials			
	Number of schools	Percentage of schools	Average number per school	Average expenditures	Number of schools	Percentage of schools	Average number per school	Average Expenditures
50 states and DC	61,203	79.7	46	\$336	70,979	92.4	292	\$612

Percentage distribution of types of library schedules and frequency of regularly scheduled class visits by public school library media centers.

State and selected characteristics	Percentage distribution by type of scheduling			Frequency of regularly scheduled class visits		
	Percentage of library media centers having flexible schedule	Percentage of library media centers having fixed schedule	Percentage of library media centers having combination scheduling	Percentage weekly	Percentage once every 2 weeks	Percentage varies by grade level
50 states and DC	31.8	42.8	25.5	76.7	7.6	15.6

Number and percentage of public school library media centers with scheduled times that students can use the library independently.

State and selected characteristics	Number of libraries with set times when students can use the library independently	Percentage of libraries with set times when students can use the library independently	Percentage of school libraries offering set times when students can use the library independently.			
			Before or after school	During lunch break	During set times throughout the day	Between classes or during recess
50 states and DC	28,292	36.8	49.9	33.6	80.3	33.5

Average number of public school library books and other materials checked out during the most recent full week and percentage of public school libraries with borrowing privileges for prekindergartners, kindergartners, and parents.

State and selected characteristics	Average number of library materials checked out per school	Percentage of school libraries with borrowing privileges		
		Prekindergartners	Kindergartners	Parents
50 states and DC	605	13.5	52	80.5

THE STATUS OF PRIVATE SCHOOL LIBRARY MEDIA CENTERS IN THE US: 1999-2000

Number of private schools and number and percentage of private schools with library media centers.

Selected Characteristics	Number of private schools	Number of private schools with library media centers	Percentage of private schools with library media centers
See table 1b. pg. 6	27,223	17,054	62.6

Number of pupils in private schools, number and percentage of pupils and state-certified library media specialists in private schools with library media centers.

Selected Characteristics	Number of pupils in private schools	Number of pupils	Percentage of pupils	For schools with library media centers	
				Number of schools with paid state-certified library media specialists	Percentage of schools with paid state-certified library media specialists
See table 2b. pg. 10	5,252,743	4,292,674	81.7	3,441	20.2

Number and percentage of private schools with library media centers where paid professional staff have a bachelor's degree or MLS or related degree as their highest degree.

Selected Characteristics	Number of private schools with library media centers	Number of schools where paid professional staff has bachelor's degree	Percentage of schools where paid professional staff has bachelor's degree	Number of schools where paid professional staff has MLS or related degree	Percentage of schools where paid professional staff has MLS or related degree
See table 3b. pg. 16	17,054	3,542	20.8	2,851	16.7

Number and percentage of private schools with paid full-time or part-time state-certified library media specialists.

Selected Characteristics	Number of schools with library media center	Number of schools with paid full-time state-certified library media specialist	Percentage of schools with paid full-time state-certified library media specialists	Number of schools with paid part-time state-certified library media specialists	Percentage of schools with paid part-time state-certified library media specialist
See table 4b. pg. 20	17054	2501	14.7	940	5.5

Number and percentage of private schools with paid library aides or clerical staff and regularly scheduled adult and student library volunteers during most recent full week.

Selected Characteristics	Number of schools with paid library aides or clerical staff	Percentage of schools with paid library aides or clerical staff	Number of schools with adult volunteers	Percentage of schools with adult volunteers	Number of schools with student volunteers
See table 5b. pg. 24	6064	35.6	9908	58.1	4192
Selected Characteristics	Percentage of schools with student volunteers				
See table 5b. pg. 24	24.6				

Average library expenditures and book holdings for private school library media centers.

Selected Characteristics	Average library expenditures	Average book expenditures	Percentage of library expenditures spent on books	Average number of books acquired during 1998-1999	Average number of books held at end of 1998-1999
See table 6b. pg. 30	\$4391	\$2660	60.6	327	7192

Number and percentage of private school library media centers with CD-ROMS or video materials.

Selected Characteristics	Library media centers with CD-ROMS			Library Media centers with video materials		
	Number of schools	Percentage of schools	Average expenditures	Number of schools	Percentage of schools	Average Expenditures
See table 7b. pg. 34	9442	55.4	\$206	14182	83.2	\$337

Percentage distribution of types of library schedules and frequency of regularly scheduled class visits by private school library media centers.

Selected Characteristics	Type of scheduling			Frequency of regularly scheduled class visits		
	Percentage of library media centers having flexible schedule	Percentage of library media centers having regular schedule	Percentage of library media centers having combination scheduling	Percentage weekly	Percentage once every 2 weeks	Percentage varies by grade level
See table 8b. pg. 40	33.8	40.2	26	81.1	1.5	17.4

Number and percentage of private school library media centers with scheduled times that students can use the library independently.

Selected Characteristics	Number of libraries with set times when students can use the library independently	Percentage of libraries with set times when students can use the library independently	Percentage of school libraries offering set times when students can use the library independently.			
			Before or after school	During lunch break	During set times throughout the day	Between classes or during recess
See table 9b. pg. 44	8543	49.6	35.7	30.2	84.1	27.7

Average number of private school library books and other materials checked out during the most recent full week and percentage of private school libraries with borrowing privileges for prekindergartners, kindergartners, and parents.

Selected Characteristics	Average number of library materials checked out per school	Percentage of school libraries with borrowing privileges		
		Prekindergartners	Kindergartners	Parents
See table 10b. pg. 48	224	23.5	61.3	74.7

TO: ALA Executive Board

RE: Status of Library Funding in the United States
Quarterly Report

ACTION REQUESTED/INFORMATION/REPORT:

Information Item – No Action Required

ACTION REQUESTED BY:

Gerald G. Hodges, Associate Executive Director, Communications and Marketing

CONTACT PERSON: (*Name, telephone, and e-mail*): Gerald G. Hodges, 312/280-3217, ghodges@ala.org

DRAFT OF MOTION:

N/A

DATE: June 2004

BACKGROUND:

Executive Summary

This report updates previous information about the status of library funding included in the last quarterly report. In addition to the database of funding information culled from published reports, now library officials, library staff, and patrons can submit stories about budget impacts in the Tell Your Story! area of the Web site. To date, ALA has received 40 stories.

In continuation of trends from previous quarters, most of the information reports deep cuts to library budgets affecting hours of operation, staffing levels, materials and acquisitions, technology, programming and services, construction and library enhancement, and other long-term projects.

ALA recognizes that information presented in the media represents only a portion of funding crisis. Highlighted below is a current aggregate approximation of the funding data:

Overall library budget cuts are at least \$74.6 million.

At least 29 libraries have closed entirely due to budget cuts.

At least 578 operating hours have been lost.

At least 2,002 library jobs, full-time and part-time, have been eliminated.

Update on the Status of Library Funding across the U.S. – June 2004

“Tell Your Story!” Anecdotal Database

The library funding Web site includes state-by-state information about positive and negative impacts on budgets, fundraising activity and results, and bond issues. Currently, the database includes over 920 records of information accumulated from published sources, such as LexisNexis, state and library association Web sites, Google news searches, library-related journals and periodicals, and other statistical reports.

In addition to this resource, ALA launched the Tell Your Story! component of the Web site in May 2004. Library officials and patrons can submit stories into an anecdotal database about how budget issues have impacted libraries and their community, which is published online at www.ala.org/libraryfunding. To date, we have received 40 stories. Nothing makes the case more strongly for decision makers than personal stories and hearing from constituents, and we know that these published reports only scratch the surface of what is happening around the country. Library stories help bring the facts and figures to life.

Sample Funding Stories

The stories submitted into the Tell Your Story! database are very compelling and highlight the importance of library funding. Below is a sampling of some of the comments we have received.

“We joke that we are no longer librarians but fundraisers...Last year we raised enough to buy \$2,500 in light bulbs.” *Kathy Berggren, Director, Matteson Public*

“A bill passed during the 2003 Iowa legislative session cut \$60 million from city and county budgets for the 04 fiscal year. This resulted in cuts to Iowa public libraries totaling \$2,041,146.” *Mary Wegner, State Librarian, State Library of Iowa*

“Budget cut 20% at beginning of school year...Budget cut another 6% at semester. Average age of collection = 1976.” *Shirley Swan, Librarian, Lakeview High School*

“Last year we received \$12,651 in State Aid. This year we received only \$8,844. We have cut our book budget in half from the previous year's total, reduced hours on Saturday, and froze salaries. Eliminated one part time position, which means that there is no one to cover vacation days. Programming has also been drastically reduced because of the budget cut.” *Rhonda Duell, Library Director, Oswayo Valley Memorial Library*

Future Plans

A communication plan is being developed with the goal of continuing to promote the library funding Web site and the Tell Your Story! anecdotal database. Media

professionals have found the online information to be an excellent asset, and the stories submitted from the field indicate that ALA members also believe the Web site is a valuable resource.

ALA Environmental Scan

In the fall of 2003, ALA asked the senior staff and leadership (including division Executive Directors and Executive Committees) to identify strengths, weaknesses, opportunities and threats to the association. “Threats” are issues, trends and conditions that can potentially limit the association’s **CAPACITY** to deliver programs and services. The lists of “threats” from that planning session are provided as *examples* to inform your discussion on issues of **CAPACITY**.

Group 1: Threats

Active involvement =cost
Image problem
Internet - understanding of value of libraries and librarians
Turnover on committees
Volunteer's time for ALA when their home institutions require more....with less funds or resources
Competition from other organizations (outside)
Economic climate - U. S.
U.S. political climate (Patriot Act)
Media - some coverage
APA
Cost of litigation; opportunity for getting involved (relates to political)
Aging profession

Group 2: Threats

Competing organization e.g. ISTE
Internal resources conflicting needs
Costs of /for participation
Library budget cuts
Generational patterns - younger generations don't tend to join - and how they communicate
Perception of
US Government, Local, State and Federal
Limited number of youth services taught in library schools

Group 3: Threats

Recruitment - must drive people to profession
Self-empowerment of the Internet

State and federal government interference "lack of funding"
State and federal government interference
Information technology - academic vs. it person vs. Yahoo
Amazon.com
Replacing technology (amount of money)
Lack of status
Over specialization (info schools are not on library tracks)
Disappearance of MLS programs (ie. Michigan)
What's going on in publishing industry (mergers. etc.)
Librarians lacking library skills from library schools
The center not holding and division leaving ALA
Elimination of school librarians
Deprofessionalizing library positions (paid less for)
Poor salaries
No commitment to identification with professional organization
Cost of membership (because of salaries, etc.) Educause is higher
Economy

Group 4: Threats

Retirements
Weak economy
Competing information providers and technologies [digitization]
Library school closings
Legal challenges to information dissemination
Privatization
Consolidation of publishing industries
Changing pool of potential members (MLS)
Alternative communication methods
Image
Political threats

Group 5: Threats

Political Climate (John Ashcroft)
Deficits in 48 states
Low salaries
Budget cuts
Cost of materials
ALA's fiscal leaders
Perception: Profession is lost bashing of leftwing dialogue
Current administration
Membership challenges by time and other constraints
Retirements

Loss of corporate membership
Decline in literacy
Anti: Intellectualism
Grade inflation
Small number of library schools: closings, waiting lists
Shift in library school curriculum
Lack of PhD's in field
Lack of \$ alumni donors
Non-MLS in MLS jobs to potential for membership growth

Group 6: Threats

Anti-American sentiments
Graying of profession
Perception that libraries are obsolete
Competition for getting information, books and programs
Scholarly communication crisis
Competition for GLS graduate by private industry
Crime on the Internet
Digital divide
Generational differences
Other non-profits
Economic decline
Mergers
Unforeseen events (SARS, 9/11)
Terrorism
Legislation

Group 7: Threats

Pornography pushers
Do the young value libraries?
Internet resources for profit
Escalating rate of inflation for print and electronic materials
Death of organized groups
Will conferences survive? Pressure to go to virtual meetings
International situation (economic impact)
Copyright issues which affect access to info...copyright being replaced by contract laws
Burnout
Conflict between ALA and divisions
Legal cost of protecting Intellectual Freedom

Group 8: Threats

Aging profession

Need recruitment-active

Purposively involve newer members (e.g., LITA does this)

Generational differences - do not fit into traditional model - invite them to change model

Less patience with bureaucracy

Less "need" to belong

Shorter-term allegiances

Political climate

Leg./funding/policy

Financial funding in states

Image of association

Closing library schools

Whole information systems - what do we call them? - do new professional go into libraries

"All for free" on web

Salaries too low

Competing organizations/trade shows EDUCASE

Group 9: Threats

Finances

Change in definition of "professional development" (impact on ALA conf)

Will librarianship as profession continue?

Libraries as place (also opportunity?)

Community places vs. information places - need librarians vs. other roles

Work becoming more visible

Current political climate

Lack of value for privacy, equity of access, etc.

Salaries

Less volunteer time

Within association

Within libraries

Can ALA maintain \$ budget, staff, scope and still do

What do you give up?

(this year's initiative = next year's entitlement)

"Silo Effect" = Threat

Dinosaur effect

Size, complexity, etc.

Group 10: Threats

Political climate

Global tension

Economy

Consolidation in media and publishing industry
Internet and other alternative information channels
Salary
Lack of importance of MLS and lack of support of degree
Disconnect between boomers and Y generation (greying vs. youth)
Lack of understanding of what librarians do
Lack of diversity
Costly materials

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AASL Mission

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

AASL Vision Statement

The American Association of School Librarians is:

- A proactive organization that addresses issues, anticipates trends, and sets the future agenda for the profession;
- An advocate for the indispensable role of school library media programs with school library media specialists, for best practices in school librarianship, and for the core values and ethics of the library profession;
- An open, friendly, welcoming organization that embraces cultural and ethnic diversity;
- An inclusive professional home for all school library media specialists and a partner in mutual interests with educators, technologists, researchers, vendors, and other librarians;
- An essential resource for school library media specialists seeking professional development, leadership opportunities, communication with peers, and the most current information, research, and theory in the field; and
- A flexible, responsive organization that models effective management practices.

Adopted by the AASL Board of Directors, January 2003

AASL Goals

AASL works to ensure that all members of the school library media field collaborate to:

- * provide leadership in the total education program
- * participate as active partners in the teaching/learning process
- * connect learners with ideas and information, and
- * prepare students for life-long learning, informed decision-making, a love of reading, and the use of information technologies.

AASL Values

The values for AASL that have been identified are:

- * AASL will make a difference for members of the field/profession by addressing the important issues.
- * AASL will have a national presence and a national identity.

- * AASL will encourage diversity in its membership.
- * AASL will be organized to clearly address the identified essential functions.
- * AASL's structure will allow members to be represented in the decision-making process.
- * AASL involvement opportunities will be varied and geographically dispersed.
- * AASL will be fast, focused, friendly, flexible, and fun.
- * Essential Functions of AASL

Essential Functions of AASL

Eight essential functions for AASL fall into four major areas. None of these functions are discrete. They overlap, are interrelated and support each other.

Responsibility to the Field Function:

Vision and Voice: Developing, implementing, and articulating a vision for the profession through standards, frameworks and guidelines.

Development of the Knowledge Base: Developing and disseminating theory, best practice and research to move the field forward.

Continuing Issues: Continuing support for the major issues in the field such as funding, reading, technology and intellectual freedom.

Responsibility of Members Function:

Communications: Disseminating information through a variety of formats.

Professional Development: Providing opportunities for continuing education.

Community: Building a sense of community and creating connections to others.

Outreach Function:

Advocacy: Reaching out to constituencies and decision-makers who affect the quality of school library media programs.

The Association:

Association and Maintenance: Maintaining an association that is fast, friendly, flexible and fun.

ALA Forums

One method used by ALA to collect non-member data is the ALA Forum*. In this process, staff and member leaders conduct Forums at chapter conferences. Questions used to collect input for the ALA strategic planning process include:

What are the most important issues that you see facing libraries, library staff and the association over the next five to ten years?

(These are then rank ordered using the “dot” system.)

Follow-up question:

What can a national association do to address these issues that a local library, state library or state chapter cannot do on its own?

*Results of these forums can be found on the ALA website at www.ala.org/ala2010

AASL Board of Directors

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

Topic: Election of At-Large Member to the AASL Executive Committee

Background: The composition of the AASL Executive Committee, according to the AASL Bylaws states:

“Article VIII. Executive Committee

Section 1. Members and responsibilities

The Executive Committee of the AASL Board of Directors shall consist of the president, the president-elect, the treasurer, the immediate past president, the AASL division councilor, and one member elected on an annual basis by the Board of Directors. The Executive Director serves as ex-officio and is a non-voting member. Its role shall be restricted to acting on policy and fiscal issues requiring action between meetings of the Board.”

Responsibilities of the At-Large member include:

- Attendance at the AASL Fall 2004 Executive Committee Meeting (to be held in Chicago, October 22 – 24, 2004).
- Attendance at the AASL Spring 2005 Executive Committee Meeting (TBD).
- Attendance at the Joint Executive Committee Meeting of AASL, ALSC and YALSA and AASL Executive Committee meetings held during ALA Midwinter 2005 and Annual Conference 2005. The joint meeting is on Thursday afternoon from 4:30 p.m. to 6:00 p.m.

AASL will pay for travel expenses for each Executive Committee member to attend the Fall and Spring meetings.

Action Required: Selection of the at-large member of the Executive Committee.