

**Public Library Association
Board of Directors Meeting I
ALA Annual Conference
Anaheim, CA
Friday, June 27, 2008**

**Anaheim Convention Center
Room 206 B
2:00-4:00 p.m.**

AGENDA

1. **ACTION Item:** Adoption of the agenda

Additional items may be added to the agenda at this time. Items may be removed from the consent agenda and moved to discussion items or may be moved to another day's agenda. The PLA Board is reminded that matters to be considered must be delivered in writing to the PLA office area for inclusion in the agenda and document distribution. Two PLA policies are included in the Board packet as background reference materials:

Policies Relating to Committee and Board Service 2007.48 and Partnerships and Collaboration with the Public Library Association 2007.49.

Document Number

2. **Discussion** follow up issues related to Bylaws revision, *Sanders*.
3. **Discussion** Communities of Practice, *Potaczek & Dawson*

2008.56 *onsite*
2008.57

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**Public Library Association  
Board of Directors Meeting II  
ALA Annual Conference  
Anaheim, CA  
Monday, June 30, 2008**

**Anaheim Convention Center  
Room 212 B**

**12:00 – 12:30 p.m. Box Lunch will be available**

**12:30 – 3:00 p.m. Meeting**

**5:00 – 6:30 p.m. PLA President's Program and Awards Ceremony**

**Featuring Jamie Lee Curtis, Arena, part of the ALA Auditorium Series, Reserved Seating for the Board**

**6:45 – 8:00 p.m. Reception, Arena Plaza**

**REVISED 6/23/08  
AGENDA**

**1. ACTION Item:** Adoption of the agenda

Additional items may be added to the agenda at this time. Items may be removed from the consent agenda and moved to discussion items. The PLA Board is reminded that matters to be considered for addition to the Board's agenda must be delivered in writing to the PLA office area for the inclusion in the agenda and document distribution.

Consent Items:

|                                                    | <u>Document Number</u> |
|----------------------------------------------------|------------------------|
| 2. President's Report                              | 2008.58                |
| 3. 2008 Midwinter Board Meeting Actions            | 2008.59                |
| 4. 2008 Spring Executive Committee Meeting Actions | 2008.60                |
| 5. 2008 PLA Election Results                       | 2008.61                |
| 6. Key Indicator Management Reports                |                        |
| a. Membership Report                               | 2008.62                |
| b. Partners Committee Report                       | 2008.63                |
| c. <i>Public Libraries</i> Report                  | 2008.64                |
| d. Publications Report                             | 2008.65                |
| e. Educational Activities Update Report            | 2008.67                |

Discussion/Decision Items—decision items are identified as **ACTION**

|                                                                                 |         |
|---------------------------------------------------------------------------------|---------|
| 7. Visit from Mario Gonzalez, ALA Executive Board liaison to PLA.<br>ETA 12:45  | No doc  |
| 8. ALA Washington Office Annual Conference Report, <i>Sheketoff</i><br>ETA 1:00 | 2008.68 |
| 9. Report from Leadership Task Force, <i>Herrera</i>                            | 2008.69 |

10. Emerging Leader Community of Practice Workgroup, *Turner* 2008.70
11. Review of the ALA Council Agenda. The purpose of this agenda item is to seek input from the Board prior to Council sessions so that the PLA Councilor can adequately and accurately represent PLA's point of view at Council meetings, *Maas*
- a. ALA Core Competencies of Librarianship Overview 2008.71
  - ALA Core Competencies of Librarianship 2008.71A
  - b. Library Support Staff Competencies, *Anthony* 2008.72
  - Library Support Staff Service Competencies 2008.72A**
  - c. Proposed changes to ALA's Intellectual Freedom Manual 2008.73
    - Access to Library Resources and Services Regardless of Gender Identity or Sexual Orientation 2008.73A
    - Access to Resources and Services in the School Library Media Program 2008.73B
    - Diversity in Collection Development 2008.73C
    - Evaluating Library Collections 2008.73D
    - Expurgation of Library Materials 2008.73E
    - Free Access to Libraries for Minors 2008.73F
12. Gates Foundation Grant Project, Turning the Page, Update, *Chau* 2008.74
13. Preliminary National Conference Final Report, *Southard* 2008.75
14. Budget Reports, *Bohrer and Southard*
- a. Financial Analysis Overview and Management Report FY 2008 thru April 2008. 2008.76
  - b. FY 2008 Year-To-Date by Project Report thru April 2008. 2008.77
15. **ACTION** Adoption of the FY2009 Budget, Budget & Finance Committee, *Bohrer* 2008.78
16. New Business:
- - 
  -
17. Service recognition of outgoing Board members, *Sanders*
18. Meeting Adjourns



TO: PLA Board of Directors

FROM: Joe Potaczek CAE  
PLA Deputy Executive Director  
Doug Dawson  
Web Services Manager PLA

RE: **Communities of Practice Update**

DATE: June 17, 008

#### INFORMATION/DISCUSSION

PLA is moving forward with the development of a Drupal based website to support the Communities of Practice (CoP) structure for the organization which was approved by vote of membership in May 2008. Goal is to develop a PLA structure and site to support CoP's by mid-August 2008. The first three committees slated for transitioning from committee to CoP are Readers Advisory, Technology in Libraries and Cataloging. Additional committees would be able to transition to the site by mid-September.

Initial work to define the PLA CoP initiative at a strategic level was developed by the Emerging Leaders Group which was assigned this project. Their document, "PLA Communities of Practice Incubator" is attached. Additionally a requirements document "PLAspace Requirements" and a work plan timeline has been developed by PLA staff working with assistance from an outside Drupal developer. These documents are also attached.

A CoP working group has been established to provide input, review and suggestions for both the development of CoP structure and the site. This group has representation from the PLA Board, three committees transitioning and participants from the Emerging Leaders who were involved in the original document. The working group members are:

#### PLA Board Members:

|                |                                   |
|----------------|-----------------------------------|
| Larry Neal     | Clinton-Macomb Co. Public Library |
| Lillian Snyder | Gaithersburg Library              |
| Susan Hildreth | California State Library          |
| Stacey Aldrich | California State Library          |
| Cathy Sanford  | Contra Costa County Library       |

#### Emerging Leaders on the PLA Communities of Practice paper:

|                |                                    |
|----------------|------------------------------------|
| Jay Turner     | Gwinnett County Public Library, GA |
| Renee DiPilato | Alexandria Library, VA             |

Member from existing Technology committee:

*Will be assigned by Technology committee*

Member from existing Readers Advisory committee:

*Madlyn Schneider                      Queens Public Library*

Member from existing Cataloging committee:

*Sally Gildea Smith                      King County Library System*

This committee is scheduled to meet during Annual Conference in Anaheim and will continue to provide input though launch and transition of committees to CoP's.

Initial announcement of this transition will take place during Annual Conference. Further communication to members will continue through the August/September launches and ongoing implementation. Additionally a separate general announcement will be sent to current chairs of cluster committees requesting them to "opt in" to moving to a CoP structure. This "opt-in" form will be on the PLA website shortly after Annual Conference.

| <b>PLA CoP Development Timeline (Revised 6/16/08)</b>                                                                                                                                                                                                           | <b>Completion</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Initial Requirements and Functions Outline/Specs<br><i>Information sent out to Working Group.</i>                                                                                                                                                               | 6/18/08           |
| Identify Participants/Leaders for Working Group participation                                                                                                                                                                                                   | 6/12 – 6/18       |
| Launch CoP Information page on PLA.org                                                                                                                                                                                                                          | 6/25/08           |
| Meet with Board at Conference                                                                                                                                                                                                                                   | 6/27/08           |
| CoP Announcement at Annual Conference (All Committee)                                                                                                                                                                                                           | 6/29/08           |
| Working Group Meeting at Annual Conference<br><i>Working Group meeting at Conference for introductions and overview of project.</i>                                                                                                                             | 6/29/08 - 11 AM   |
| Feedback from Working Group<br><i>Feedback due from Working Group on Requirements Document..</i>                                                                                                                                                                | 7/8/08            |
| Integrate Feedback to Requirements Document                                                                                                                                                                                                                     | 7/11/08           |
| Initial Drupal CoP Site Development <ul style="list-style-type: none"> <li>• Placement of main Drupal Modules to support core functionality</li> <li>• Creation of initial 3 CoP Groups</li> <li>• Instructions, guidelines and how-to copy for site</li> </ul> | 7/14 – 8/1        |
| Beta CoP Groups Site Available for Working Group Review<br><i>Site opened to Working Group for review.</i>                                                                                                                                                      | 8/4 – 8/8         |
| Working Group Follow-Up<br><i>Feedback due from Working Group on Beta Site by 8/8; a conference call will be scheduled to discuss suggested changes (if any) to Beta Site.</i>                                                                                  | TBD               |
| Make Revisions to Beta Site and Prepare for Launch                                                                                                                                                                                                              | 8/11 – 8/15       |
| Launch of PLA CoP site with Three Initial CoP Groups                                                                                                                                                                                                            | 8/18/08           |
| Survey of Initial Members Available Online                                                                                                                                                                                                                      | 9/2 – 9/5         |
| Working Group Follow-Up<br><i>We will send out a summary of the survey results and the site usage analysis to the Working Group by 9/5 in preparation for the final Working Group conference call (date and time TBD).</i>                                      | TBD               |
| Final Site Revisions Made                                                                                                                                                                                                                                       | 9/8 – 9/12        |
| Site Opened Up to New CoP Groups                                                                                                                                                                                                                                | 9/15/08           |



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● **PLAspace Requirements**

3rd revision - 6/16/08

○ **1. Introduction**

The following is an overview of a community website for the Public Library Association tentatively called 'PLAspace'. It is based on the recommendations of the "PLA Community of Practice Startup Guide" (henceforth 'Startup Guide') and is meant as a preliminary description of the structure, features and types of users such a site would have.

PLAspace is being designed and developed to support Communities of Practice activities of the Public Library Association. Communities of Practice were recently approved by a vote of PLA Membership (May 2008) in order to provide opportunities for ongoing interaction, discussion, and project activity among members.

From the Startup Guide:

"The PLA community of practice initiative accomplishes its mission by providing a forum

for members to:

- Discuss subjects of interest
- Exchange best practices and resources on clearly defined topics
- Network with others in the field
- Create recommendations of programs and services to the PLA Board
- Evolve project work teams into more agile communities
- Maintain involvement with dissolved committees
- Share topics of interest in the field with non-members"

While the Startup Guide provides the vision and direction for the development of PLAspace and these communities of practice, this document will serve as the blueprint for that endeavor. As such it will be revised often through the initial part of the development cycle. Feedback from the Working Group on this document will be the primary driver of those revisions. That feedback plus what we learn as we deploy the site will naturally inform the shape of the final product.

○ **2. Goal of PLAspace**

The 'Startup Guide' mentions the need "to maximize the volunteer workforce and create a more nimble organizational structure." It discusses the difficulties some committee members have meeting "face-to-face" despite their "desire to be involved". In the context of Communities of Practice (CoPs), the 'Startup Guide' points out that, "Communication is key to the formation and success of CoPs".

Translating this into requirements for PLAspace, the goal would be to create a community website that emphasizes online communication and collaboration. It achieves this through various community and social networking features available in the Content Management System, Drupal

and which are discussed below.

3. Groups

Groups in Drupal are the organizational equivalent to Communities of Practice. Each group has its own web blog, its own events, membership and calendar.

Three Groups will be set up initially:

- Readers Advisory
- Technology
- Cataloging

Members will be allow to participate in more than one CoP.

An approval process will also be set up so that new groups can be recommended and formed -- with an application form available online. This form will be on the pla.org site as part of the information page about the new CoP in Drupal development (see *7.3 Communication*).

The PLAspace home page will provide information on the CoPs along with links to their home pages; instructions on how to recommend a new CoP; and aggregated information from the individual CoPs.

3.1 Group Organization

Each group will be set up with roles as established according to the 'Startup Guide':

- Administrator — This person assumes the administrative duties of the CoP, including moving, deleting, and editing posts and content, as well as banning users.
- Community Leader — The Community Leader ensures a sustainable community by fostering continued rhythm, support, contribution, and communication within the CoP. A Community Leader also acts as a point person when communicating with the PLA Sponsor in the event the CoP wishes to present a formal project proposal to PLA.
- PLA Sponsor — The Sponsor maintains relationships with the various communities through their Community Leaders and also provides input to a CoP when it wishes to present a formal project proposal to PLA.
- Member(s) — Members are the body of the CoP who share their knowledge and experience through discussions.
- Reporter(s) — The Reporter identifies, captures, and edits relevant knowledge, best practices, and new approaches and lessons learned into documents. A reporter also can be utilized to bring minutes back to the CoP after a face-to-face meeting.
- Events Coordinator — Coordinate, organize, and plan community events or activities.

3.2 Group Members

Registered users (see below) will need to subscribe to a Group in order to participate. Once subscribed, they can participate using any of the 'content types' available to the group.

3.3 Group Content Types

Group content types may include any or all of the following tools, depending upon recommendations of the Working Group:

- Group Blog with Comments. Blogs may also contain other media types (based on user settings).
- Group Events — posted on the group's calendar as well as possibly on a joint calendar.
- Wiki-like Pages — pages that all group members can create and edit.
- 'Project' Pages (see below).
- RSS feeds for updated content.
- Uploaded Files — typically MS Office documents or pointers to other online material. Embedded photos and video clips are also possible.
- The PLAspace home page may display updated blog posts, events, or other information from the individual CoPs. It may also display an integrated calendar, showing events from different CoPs in one place.

Questions:

- [IMIS] What is the possibility of tying the CoP events to IMIS events? Is this necessary or desired?

3.4 Examples of Groups

The Drupal website itself has a couple of good examples of groups:

Drupal Los Angeles:

<http://groups.drupal.org/los-angeles>

Drupal Training (i.e. 'Dojo'):

<http://groups.drupal.org/drupal-dojo>

SEM 2.0 (Not Drupal-built but good example of a group)

<http://groups.google.com/group/SEM2?lnk=gschg&hl=en>

○ 4. Users

4.1 Access

Access is open to all users. At least initially there will be no authentication against a PLA membership database. Anyone will be able to read the Blogs, look up events, etc.

Only registered users will be able to create content (i.e. blog posts, comments, etc.) and interact with other online members.

The current thinking is that we will launch the site with open registration (moderated by CoP administrator or PLA Sponsor) and possibly tie in the PLA membership database later for authorization. This appears to be pretty straightforward using Drupal and PHP.

Questions:

- [IMIS] What are the options for checking users against the IMIS database (real-time; table dump, others)?
- [IMIS] What is the possibility for single sign-on (SSO) from the pla.org or ala.org sites?

4.2 Registration & Profiles

Registration will be open to all users. It consists of authenticating email as well as filling out a *Member Profile*.

(Note: Elements of the *Member Profile* need to be decided. Typically this consists of 'Real Name', 'Public email', and 'Bio'. Other elements more pertinent to Public Librarianship can also be included such as MPOW, etc.)

The Member Profile pages present a great opportunity for the members of a group to present their own persona to the group. This is very important to the CoPs as many of the members will never meet each other except in the online space. The Working Group and the developer should explore what can be done with member profile pages: can they display interests? Resume/c.v.? Interests and concerns? Contact info? Personal info, possibly including photo? Career development goals? This needs more exploration.)

We are leaning towards including more robust member profile pages, perhaps using "Buddies":

- **Buddies** (i.e. Friends) -- 'friending' is a typical way of establishing relations in online communities. Once you've 'friended' someone, you can follow what they do more easily. You can also restrict content to just your friends, etc.
- **Private Messaging** (from one Buddy to another) -- private messaging is also a possibility. It's sort of like email except that everything is organized and stored on the website. Facebook has this feature.

4.3 User Restrictions

The system allows for restricting content by user role -- should this be thought necessary. Certain processes we may want to limit to certain user roles, such as posting a video clip, for instance.

5. Other Social Networking Features

Several other features are available to help build "Community" into PLAspace:

- **Free Tagging** -- this allows users to classify content any way they want. Typically the most popular tags show up biggest in a "Tag Cloud".
- **Invitations** (Tellafriend) -- Invitations are a way of getting new people involved with the site. Users send an "invite" to someone they know with a link back to the site.

6. Areas to Explore

Some features have a lot of potential yet they need to be explored a bit more as part of the website development process.

6.1 Group Projects

Group members can create their own "Projects". This is a temporary sub-set of groups with a specific goal in mind (arrange an online presentation, collaborate on content, etc.)

Available types of Content to facilitate Projects:

- Project Notes
- Project Tasks

- Project Library

Challenge: We need to make sure this can actually work in a way that's useful to people doing projects. One of the first things we can try "Projects" on is PLAspace itself! We can then take what we learn and make alterations where necessary.

6.2 'Synchronous' Communication

Much of the communication and collaboration on PLAspace will be done asynchronously, via blog or file postings and event scheduling. Some collaboration may be done synchronously, or "real-time". The most common synchronous communication is the face-to-face meeting.

Online alternatives to 'face-to-face' meetings:

- **Chat Room** -- Drupal has a 'Chat Room' module, so this could be done in the context of a Group, Project, etc. This will likely be the primary method of synchronous communication upon launch.
- **Telephone Conference** -- this would be using some outside (free?) phone conferencing service but concurrent activities could also be organized for the website (e.g. blog thread, chat room, etc).
- **Webinars** -- Either audio or video promoted by Group. Live discussion could take place in the Chat room with questions directed to speaker.

The telephone conference and Webinars tools require 3rd party vendors, such as YouTube or Ustream.com. These technologies might be a bit too close to the leading edge for early adoption by PLAspace. We want to continue to explore new and emerging technologies and integrate them as we can without trying to launch in mid-August with all possible features included.

6.3 Synergy with other PLA Activities

There may be tie-ins to other activities happening at PLA and other information available at PLA.org. It's important to keep an eye open for such opportunities plus think of ways of expanding them on PLAspace.

PLA.org should support and send users to PLAspace as appropriate, and vice versa, so that each strengthens the other.

6.4 Training, Help, and Terms of Use

We will want some easily-accessible manner of providing help and/or training to users of PLAspace while they are using the site. The training may consist of an annotated slideshow, or series of slideshows, while the help should be context-sensitive and pertinent to actual PLAspace content (not generic Drupal help).

At the PLAspace site itself there will be a Help section featuring Quick Start steps for new members, a FAQ to help address common issues, and contact information for technical assistance.

Also there will be published Guidelines for acceptable usage of the site and participation in the CoP. Published Terms of Use will establish what is expected of CoP participants using PLAspace.

7. Next Steps

7.1 PLAspace Working Group

While the final composition of the working group is not yet identified, these people will likely

form the PLAspace Working Group. The Group's mandate is to guide the development of the site and ensure that the site's design and development reflect the overall goals of the CoP transition:

PLA Board Members:

Larry Neal	Clinton-Macomb Co. Public Library
Lillian Snyder	Gaithersburg Library
Susan Hildreth	California State Library
Stacey Aldrich	California State Library
Cathy Sanford	Contra Costa County Library

Emerging Leaders on the PLA Communities of Practice paper:

Jay Turner	Gwinnett County Public Library, GA
Renee DiPilato	Alexandria Library, VA

Member from existing Technology committee:

Will be assigned by Technology committee

Member from existing Readers Advisory committee:

Madlyn Schneider Queens Public Library

Member from existing Cataloging committee:

Sally Gildea Smith King County Library System

PLA Staff:

Joe Potaczek	Deputy Director
Doug Dawson	Web Services Manager

The lead developer on the project is Leo Robert Klein. He will coordinate the site development with Joe and Doug. PLA staff members will regularly be advised on the progress of the project and will be invited to contribute suggestions and ideas throughout the project lifecycle.

7.2 Platform for experimentation

Some of the features discussed above (Groups, blogs, calendar, etc.) are pretty well known and relatively straight-forward to deploy. Others will need a bit more work before we get them 100% right. This is only natural since there aren't that many models out there of community websites geared to public librarians.

A sensible approach then is to get the obvious things right while still maintaining an openness to experimentation. That way, we can deliver a site that's both useful and innovative.

7.2.1 Hosting Company

Initial development of the PLAspace site will take place on non-ALA web servers. Part of the Working Group's mandate will be to select a hosting company based upon the following criteria:

- Technical requirements for serving Drupal site
- Experience with Drupal
- Cost
- Reliability

We are currently compiling a short list of vendors including Site5, Dreamhost, and SiteGround.

7.3 Communication

All communication regarding the project — status updates, requests from new CoP members to participate, etc. — will be managed through a web page which will be created off of the existing PLA.org website. The creation and maintenance of this page will be managed by Doug Dawson with input from the Working Group and PLA staff. The current goal is to have this page in place no later than one week after the conclusion of the Annual Conference.

This page will include an application form for members to fill out and submit to express their interest in starting a new CoP.

7.4 Measures of Success

The success of PLAspace will be measured using qualitative tools such as participant surveys as well as quantitative data from web metrics analysis of site activity. The Web Services Manager will be responsible for the setup and monitoring of web usage metrics data, such as Urchin.


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**PUBLIC LIBRARY ASSOCIATION**  
**www.pla.org**

2008 ALA Annual Conference  
PLA President's Report  
2007-2008  
Jan Sanders

This has been another innovative and invigorating year of work with PLA. Among other actions, we passed major by-laws changes, hosted another successful National Conference, and moved forward our advocacy efforts via the Gates Foundation work. It's been a bit of a whirlwind, but all for good purpose. My job and challenge has been to "herd" this group. We are an organization diverse in needs, hopes, and opinions, but unified in our aim to further the cause of America's public libraries. With that in mind, we set forth.

I am especially appreciative to the board members, committee chairs, task force leaders and other PLA members who have given so fully of their time and effort. Their work and dedication is obvious in the progress we have made. Thank you, thank you to this fine group. We're taking on a whole new "persona" as we move toward a much more virtual participation, but I have no doubt that everyone involved will continue to work, communicate, and produce effectively. Thanks, too, to the staff for their efficient support. We rely on them heavily.

PLA is one of the largest ALA divisions, and our growth continues to aid both organizations. We are happy to see PLA members become and then remain active and productive within ALA. That involvement can only serve to make our combined voice for public libraries stronger and more effective. Thank you for your support and assistance.

Now, here's a listing of some of the highlights for the year:

### **PLA 12th National Conference Draws Thousands to Minneapolis**

Nearly 10,000 library staff, supporters, exhibitors, authors, and guests descended on the Minneapolis Convention Center from March 25-29, 2008 for the PLA National Conference. Various workshops and discussions often drew standing room only crowds and focused on key public library issues such as technology; serving adults; youth and new Americans; gaming in libraries; library design; and collection development.

The conference opened with philanthropist and author John Wood, founder and CEO of Room to Read, a non-profit organization dedicated to helping children in the developing world through the power of education. Wood discussed his organization and his grand vision to provide educational access to 10 million children through his inspirational and novel approach to non-profit management.

The conference included many special programs such as the Authors Readers Theatre (A.R.T.), featuring 2003 Newbery award winner, Avi, "Crispin: The Cross of Lead"; Pam Munoz Ryan,

“When Marian Sang”; 2008 Caldecott award winner Brian Selznick, “The Invention of Hugo Cabret”; and Sarah Weeks, “So B It.” In addition, the Best In Mystery Authors Revealed! program gave conference goers a sneak peek into the plots written by today’s premier mystery authors.

Conference luncheons featured young adult novelist Meg Cabot; *Book Lust* author Nancy Pearl; best-selling travel experts and authors Arthur Frommer and daughter Pauline Frommer; award-winning author Pat Mora and illustrator Raúl Colón; novelist Louise Erdrich; best-selling author Jacqueline Winspear; actor, screenwriter, and audiobook narrator Scott Brick; and Books on Tape Executive Producer Dan Musselman.

The conference also offered access to 800 exhibiting companies including top book publishers, who showcased the latest in products and services for public libraries and their users.

#### **Conference Totals:**

Minneapolis 2008

|                                |       |
|--------------------------------|-------|
| Attendees                      | 6,772 |
| Virtual Conference registrants | 175   |
| Exhibitors                     | 2,863 |
| Total                          | 9,810 |

#### **Turning the Page Offered Free to PLA Members at National Conference**

The PLA National Conference offered a series of preconferences, including **Turning the Page: Building Your Library Community**, a day-and-a-half long advocacy training program. **Turning the Page**, sponsored by the Bill & Melinda Gates Foundation, is primarily offered only to Opportunity Online hardware grantees, but was available free of charge to approximately 200 PLA members who attended the 12th National Conference.

#### **3M Hosts Leadership Institute Preconference in Minneapolis**

Approximately 80 PLA members were selected to attend a Leadership Institute preconference during the PLA National Conference in Minneapolis. The Leadership Institute was hosted by 3M and took place at 3M’s famed “Innovation Center.” **The day-long event was spent learning how corporate America trains its leaders and fosters change within an organization, then discussing how to adjust those actions to meet the needs of libraries. PLA appreciates the work, support and hospitality of 3M which made this all possible.**

#### **PLA Holds First-ever Virtual Conference**

New to the PLA National Conference this year was the first-ever PLA Virtual Conference. Those who were not able to attend the conference in Minnesota had an opportunity to join their colleagues via the Web. Nearly 200 online subscribers participated in activities such as live, interactive Webcasts and workshops; online poster sessions; access to handouts and other presentation materials; and both general and subject-focused discussion boards. In addition, the virtual conference included special events including Inside the Author’s Studio, a daily chat with a well-known author, and A Conversation with Nancy Pearl, an interactive Q&A session featuring the living model for the librarian action figure.

#### **PLA Membership Approves New Bylaws**

PLA members voted to approve changes to the bylaws in May 2008, effectively reshaping the structure of the organization. The process to change the bylaws began several years ago when the PLA Board undertook a strategic planning process with the goal of determining how to become a more nimble organization that is highly responsive to member needs.

Major components of the bylaws changes include:

- The PLA Board will be reduced in size to facilitate decision-making and provide greater access by members to their elected representatives. The smaller board will meet four times per year.
- The PLA Executive Committee will be disbanded, flattening the governance structure of the organization and empowering the Board to make binding decisions without the need to go to the Executive Committee. This will allow the Board to focus on membership needs and make quicker decisions regarding the organization.
- Communities of Practice will replace many of the PLA Committees. Communities of Practice will be virtual groups that are interest-focused and member-driven. Members will have the power to create groups, as well as morph and/or disband them at their discretion. This will allow all 12,000+ members, many unable to travel to in-person committee meetings, to get involved with the organization and the public library issues they care about most. Communities of Practice, should the members choose, will still be able to meet in person at ALA Annual Conference and Midwinter.

PLA will transition to the new organization structure over the next two years, phasing out board members as terms expire.

### **PLA Completes Round 1 Advocacy Training for Gates Foundation Grantees**

In June 2007, the Bill & Melinda Gates Foundation awarded PLA a three-year, \$7.7 million grant to develop and provide a national advocacy training program for public librarians. **Turning the Page: Building Your Library Community** is designed to equip librarians and library supporters with the skills, confidence, and resources they need to create community partnerships, build alliances with local and regional decision makers, and ultimately increase funding for their libraries. This training was specifically developed for library systems participating in the Bill & Melinda Gates Foundation's Opportunity Online hardware grants.

PLA held seven **Turning the Page** conferences during March and April 2008 for the ten states participating in Round 1 of the Opportunity Online hardware grants. A total of 1191 grantees attended. **Turning the Page** has also launched an online version of the training program, which will fulfill the requirements of the Opportunity Online hardware grant for grantees who are unable to travel to an in-person event.

**Turning the Page** in-person training will resume for Round 2 Opportunity Online hardware grantees in fall 2008.

### **Scholarships and Awards**

#### **New Award from PLA**

The PLA Polaris Innovation in Technology John Iliff Award honors the life and accomplishments of John Iliff, early adopter and champion of technology in public libraries, and recognizes the contributions of a library worker, librarian or library that has used technology and innovative

thinking as a tool to improve services to public library users. The purpose of this award is to encourage innovative user-oriented thinking and practical solutions using old and new technologies. The award provides a \$1,000 honorarium, a plaque, and a bouquet of roses for the workplace of the awardee. This year's recipient is Durham County (N.C.) Library. They will be honored at the 2008 ALA Annual Conference during the PLA President's Program.

## **Publishing**

### **New from the *Results* Series**

Expanding on the highly effective PLA Results series, Jeanne Goodrich and Paula Singer offer PLA colleagues a strategic approach to the human resources (HR) function in the library. *HR for Results* focuses on a variety of possible projects and how to staff them, allowing each library to decide where and how to focus their attention. It includes everything needed to deploy HR strategically in the library and align staff resources with what needs to be done; identify the right people for the right jobs and develop meaningful job descriptions; create a high-performance workforce through performance plans, coaching, and evaluation; and retain the best and brightest by creating the culture, designing expectations and building commitment. *HR for Results* can be ordered at the ALA Online Store.

*Strategic Planning for Results* is the fully revised version of Planning for Results, which was published in 2001. Sandra Nelson, senior editor of the Results series, focuses on the essential steps to draft a results-driven, strategic planning process that libraries can complete over the course of four months, regardless of organizational structure or size. Reflecting on the current planning environment for public libraries, Nelson makes the case for strategic rather than long-term planning and includes a wealth of information about understanding and managing the change process to help staff. Included in *Strategic Planning for Results* are the revised and adopted Public Library Service Responses.

## **PLA Continuing Education**

### **Results Boot Camp 3**

PLA held its third successful Results Boot Camp program in Salt Lake City, Utah in fall 2007. The weeklong workshop provided librarians with management training not covered in library school. Results Boot Camp 3 focused on current library issues and used case studies to help students apply new skills to real-life situations. In addition, the program reviewed all of the publications in the PLA Results series and showed firsthand how they interconnect. Results Boot Camp 4 is scheduled for October 20-24 in Cleveland, Ohio.

### **PLA-sponsored CPLA Certification Courses**

Last year, the ALA-APA approved the PLA-sponsored courses for each of the nine Certified Public Library Administrator (CPLA) core competency standards. The courses, developed by nationally known trainers, support both the learning outcomes defined in the CPLA standards and the principles and practices of the Results series. To satisfy CPLA requirements, candidates must complete seven of the nine courses offered, including four core courses (Budget and Finance, Management of Technology, Organization and Personnel Administration, and Planning and Management of Buildings) and three electives. CPLA courses began in August 2007. Registration is open for courses being held in fall 2008. More information regarding the courses that will be offered in 2009 will be available on the PLA Web site as they are scheduled.

## **PLA @ ALA Annual Conference**

This year, PLA is offering more than 20 exciting education programs focused on the topics that matter most to public librarians and public library staff members at ALA Annual Conference in Anaheim, California.

In addition, Actor and author Jamie Lee Curtis will present the keynote address at the PLA President's Program and Awards Presentation on Monday, June 30, 2008 from 5-6:30pm.

Jamie is an actor, photographer, and closet organizer. She is the author of children's books including, *Is There Really a Human Race?*, *It's Hard to Be Five*, *I'm Gonna Like Me*, *Where Do Balloons Go?*, *Today I Feel Silly and Other Moods That Make My Day*, *Tell Me Again About the Night I Was Born*, and *When I Was Little: A Four-Year-Old's Memoir of Her Youth*.

PLA is pleased to present Jamie Lee Curtis through the support of HarperCollins Children's Books, and as part of the ALA Auditorium Speakers Series. Following her talk and the awards presentation, attendees can attend a gala, music-filled reception.

### **PLA Announces Registration Rates for 2009 Spring Symposium**

PLA is headed to Nashville for the 2009 Spring Symposium. This popular education event will be held April 2-4, 2009 at the Renaissance Nashville Hotel. The Symposium will feature seven intensive day-and-a-half long workshops focused on subjects pertinent to public libraries and public librarians, as well as an Opening General Session, an Author Luncheon, and area library tours. Registration and housing will open in September 2008. The early bird registration rate for PLA members is \$250. Early bird registration ends October 31, 2008.

### **PLA Kicks Off National Conference 2010 Planning**

The 13th National Conference of the Public Library Association will be held March 23-27, 2010 in Portland, Oregon. Conference co-chairs Beth Bingham and Kay Runge welcome your ideas. Kathleen Imhoff, program chair, will also be listening for ideas. Be sure to put PLA on your 2010 calendar now!

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**Public Library Association
Board of Directors Meeting II
ALA Midwinter Meeting
Philadelphia, PA
Monday, January 14, 2008**

Draft ACTIONS

Present: Jan Sanders, President; Susan Hildreth, Past President; Carol Sheffer, President Elect;
Issues and Concerns Cluster: Carolyn Anthony (Chair), Michael Golrick, Larry Neal, Neel Parikh;
Library Development Cluster: Alan Harkness (Chair), Irene Blalock, Sara Dallas, Jose Parker, Kathleen Reif;
Library Services Cluster: Marcellus Turner (Chair), Audra Caplan, Sari Feldman, Eva Poole, Cathy Elizabeth Sanford, Lillian Snyder;
PLA Councilor: Norman Maas;
PLA Staff: Greta Southard (Executive Director) Linda Bostrom, Kathleen Hughes, Julianna Kloeppel, Joseph Potazcek, Louisa Worthington;
Visitors: Nann Blaine Hilyard, PLA representative to ALTA; Emily Sheketoff, Washington Office; Mario Gonzalez, ALA Board Liaison; Jo Ann Pinder, PLA representative to ALA Code of Ethics committee;
Excused Absence: Ann Cousineau (Issues & Concerns), Marcia Warner (Issues & Concerns), Danis Kreimeier (Library Development), Josie Parker (Library Development), Dale Ross (ALTA Representative).

During the PLA 2008 Midwinter Meeting in Philadelphia, PA, WA the PLA Board of Directors took the following actions:

By consent approved the agenda. *Consent*

By consent, accepted the following reports: 2007 Annual Conference Board Actions (2008.16); 2007-2008 Fall Executive Committee Actions (2008.17); Membership Report (2008.18); PLA Publications Report (2008.19); Partners Program Status Report (2008.20); *Public Libraries* Magazine Report (2008.21); Every Child Ready to Read Status Report (2008.22); Strategic Opportunities Update (2008.23); Educational Activities Update (2007.24); Revised Slate of PLA programs at 2008 ALA Annual Conference (2008.34)
Approved Consent Agenda

1. Received verbal reports from the Cluster Steering committee chairs. Issues surfaced included:
 - Committee chairs are generally supportive of the proposed Bylaws;
 - Academic member(s) expressed the need for formal spots on PLA committees;
 - Members are very interested in the idea of easier and greater variety of electronic participation opportunities;
 - Underscored the need for a transition plan to develop the process and procedures for implementing and participating in communities of practice;

PLA Spring Executive Committee 2007-2008
2008.46

- Concern was expressed with ALA's technical ability to support communities of practice;
 - PLA Emerging Leader work group is tasked with developing guidelines for communities of practice formation;
 - Members expressed the need for a letter of appointment to be able to attend various ALA conferences;
 - Identified the need for member training and education on how to participate in a community of practice; how to be a community leader etc.;
 - How will we evaluate the success of this new way of working, i.e. more participation in committees, communities, conference attendance, etc.;
 - Reiterated the need for more information to be distributed to the membership to enable them to make an informed decision about the proposed Bylaws;
 - Some committees have been interested in disbanding due to the in person meeting requirements and are thrilled to be able to consider virtual work space as an alternative to in person meetings.
2. Emily Sheketoff, Director ALA Washington Office (2008.25) provided an update on the activities of the office. No action.
3. Mario Gonzalez, liaison from the ALA Executive Board discussed several items including:
- Appears to be no negative financial impact from the ALA dues increase;
 - 2009 Midwinter meeting will tie registration to housing; will not be able to secure housing until registered as an attendee---ALA hopes to better manage the housing block by moving to this system. Several PLA Board members voiced their concern with linking housing and registration as a unified process, including the need to pay attention to the fiscal management issues that our members face such as the fact that 3 ALA conferences will take place in one fiscal year for some libraries due to the July timing of an upcoming ALA Annual Conference.
 - Reported that a graduated dues study would cost ALA \$600,000
 - Reported that successful associations are data driven; ALA has convened a member leader work group to look at the 7 Measures of Successful Associations and see what ALA might incorporate. PLA Board member Alan Harkness is serving as PLA's representative to this task group.
4. Nann Blaine Hilyard, PLA representative to the ALTA Board came to report on the potential ALTA (Association of Library Trustees & Advocates)/FOLUSA (Friends of the Libraries USA) merger. FOLUSA is 15 years old and initially started as a group in LAMA. Merging the two entities would save ALA money and provide ALTA with strong leadership. Merger discussions continue between the two entities.
5. Reviewed and approved the draft Bylaws as revised at Board I (2008.38.1). Motion to approve the Bylaws and move forward with a vote to the membership this spring; recommending the membership adopt the revised Bylaws which will create a more nimble, flexible organization. Approved
- Tasked the staff with the following next steps:
- Letters out to all public library directors articulating the proposed change and how this will impact/benefit staff who attend conferences;
 - Host and open forum at National Conference;

PLA Spring Executive Committee 2007-2008
2008.46

- Develop a communications plan to inform the membership and promote the endorsement of the proposed Bylaws;
- Set up communities of practice for all existing committees to see if the committee flourishes; if not, community would be disbanded if no activity;
- Staff to develop implementation plan in conjunction with the work of the Emerging Leader work group.

6. Reviewed the ALA Council agenda with PLA Councilor, Norm Maas. As part of this discussion heard from visitor, Jo Ann Pinder, PLA representative to the ALA Code of Ethics committee. Motion to endorse the proposed revisions to the ALA Code of Ethics (2008.36 and 2008.36.1). Approved.

7. Report from Budget and Finance committee chair, Clara Bohrer. Reviewed the following documents:

- FY06-07 Year End Financial Analysis & Management Rpt (2008.26)
- FY06-07 Audited Year-to-Date by Project Rpt (2008.27)
- FY07-08 Financial Analysis & Management Report, through Nov. (2008.28).
- FY07-08 Year-to-Date by Project Rpt, through Nov. (2008.29)

Discussion included the following points; began the fiscal year with \$25,000 less than anticipated in the fund balance due to Spring Symposium expenses and higher printing expense for the printing of the advocacy toolkit. In the future, B&F recommends that PLA maintain a higher fund balance. General discussion of future budget planning assumptions, recommendations from the committee are:

- Contribute to the endowment every two years to coincide with our National Conference schedule;
- Look at a two year cycle for the Grow Your Own pilot scholarship project; utilize the revenues from the National Conference to fund these scholarships every other year.

Reported out on the receipt of draft budget guidelines from ALA's Budget Analysis and Review Committee (BARC). PLA B&F will study the guidelines and provide comments from PLA to BARC. Initial review of the materials surfaced the concern with the change in the variance to budget guideline; revised document proposes a variance to budget of no more than 5%. PLA B&F committee recommends a 10% variance to budget guideline rather than the proposed 5%.

8. Molly Fogarty, PLA representative to the ALA Dec 12 meeting regarding the process to use to come to consensus on government information issues, i.e. responding to request from outside sources on the Association's point of view on an issue. (2008.37) This conversation is an outcome of an issue that arose last year when two groups within ALA had differing points of view on a issue; both parts of the organization responded with their differing views. Identified the need for a protocol to use on how to work together, such a document is currently in development. Brought forward the following motions:

Motion to endorse in principle the resolution regarding the Government Printing Office (2008.37) Approved

Motion to endorse the resolution on tribal libraries (2008.37) Approved

Motion to endorse in principle the resolution on egovernment and funding for a digital system (2008.37) Approved

9. ALA Emerging Leader Program Update, Jan Sanders lead the discussion (2008.31). General comments from the Board included concerns shared regarding ALA implementation of this program; some EL participants felt that this was not a well developed programmatic activity,

PLA Spring Executive Committee 2007-2008
2008.46

general discussion ensued regarding past problems. PLA Board member Larry Neal serves on the ALA task force charged with oversight of this program; he will share our concerns and suggested programmatic improvements (better mentoring, clearly articulated projects, training for the mentors, more active leadership development components) with the task force. Motion to approve the continued funding of 2 Emerging Leaders in the 2009 budget currently in development. Approved

10. Report from our representative to the ALA/APA Task Force on Support Staff Certification meeting, Carolyn Anthony. Reported that work continues on the development of a certification program for library support staff, plan on field testing the program by type of library divisions. The program is build upon the competencies developed by the Western Council. Distributed FAQ on site.
11. Sunil Iyengar, National Endowment for the Arts, briefing on NEA Report, "To Read or Not To Read" (2008.32). Research shows that readers are likely to be more involved and participate in community activities. Discussed the one book one community NEA project and the availability of small grants to libraries to support participating libraries.
12. 2008 National Conference Report, general discussion of upcoming conference led by Melissa Faubel Johnson (2008.33). Reported that we will have the added expense of shuttle buses as we are adding more hotels, currently have 3,100 registrants.
13. Received the Gates Advocacy Project Status Report (2008.35).

Meeting adjourned.

**Public Library Association
Executive Committee
Spring Meeting
May 10, 2008**

ACTIONS

Present:

Jan Sanders, President; Carol Sheffer, President-Elect, Susan Hildreth, Past President; Alan Harkness, Library Development Cluster Chair; Marcellus Turner, Library Services Cluster Chair; Norman Maas, Division Councilor; Greta Southard, PLA Executive Director.

Staff in attendance: Linda Bostrom, Kathleen Chau, Kathleen Hughes, Julianna Kloeppel, Joseph Potaczek and Greta Southard

Absent: Carolyn Anthony, Issues and Concerns Cluster Chair

1. **By consent** approved the adoption of the revised agenda; adding information item: IMLS/NCES statistical data collection. Susan Hildreth advised us that PLA may be asked for a representative to sit on a data collection steering committee. Also added, brief report out by Alan Harkness, PLA's representative to the ALA group working on follow up from the 7 Measures of Success discussion at the Fall ALA Concurrent session. Alan reported that the group has a conference call scheduled.
2. **By consent**, accepted the following reports on the consent agenda:
 - a. Publications Report, 2008.39; Membership Report, 2008.40
"Public Libraries" Magazine Report, 2008.41; Education Activities Report, 2008.42;
Strategic Opportunities Update, 2008.43; 2008 Election Results, 2008.44;
FY 2007-2008 Year-to-date by Project Report, 2008.45; Draft Midwinter Board
Actions, 2008.46; PLA Partners Program Update, 2008.54
3. Received the 2008 National Conference Post Conference Preliminary report, 2008.47. Staff noted that financial number will not be complete until June, closer to ALA Annual conference as bills are still being processed. Overall, programmatic success, the virtual conference offering was well received by members, liked repeat programming, the opening session; John Wood is available as a webcast and has received 1,000. Some questioned whether or not there were any negative comments regarding programming, anecdotal question rather than asked about a specific program. Staff will read all survey comments to determine the answer to that question.
4. Received the FY 2008 Financial Analysis and Management Report, 2008.48. Overall, PLA has returned to a healthy financial position. We began the year with a very small fund balance, \$196,385 due to less income earned in FY2007 than anticipated. The initial fund balance was not adequate to support the work of the organization. The financial success of the National Conference has placed us in a far healthier financial position. Staff noted that for future planning purposes we need to ensure that the fund balance does not drop below \$500,000 in a non conference year. Staff also recommends taking a closer look at our member dues rates, as operational costs have outpaced dues income and will continue to do so.

5. Received Turning the Page/Gates Foundation Update, 2008.49. The first round of training was completed as of April 30. Trained almost 1,200 librarians and library supports at these 7 foundation sponsored events. Also, 125 PLA members received the training free of charge at the PLA National Conference. Project staff briefly discussed the curriculum and online learning component. Online learning is available to any grantee or their staff. At the conclusion of the project, PLA will own the products and will make them available to members.
6. Received the Emerging Leader Program; draft report from Community of Practice working group, 2008.50. The Executive Committee discussed next steps which include: using the Emerging Leader group to tighten up the Drupal site requirements; working with an outside developer to create our site; publishing information about communities of practice in PLA communication vehicles, including website, enews and *Public Libraries*. Staff to continue to develop communities of practice process, procedures for participation, and transition plan. PLA President, Jan Sanders, will do a brief presentation to committee chairs at the all committee meeting at the ALA Annual Conference (AC); PLA's Emerging Leader work group will be asked to make a presentation to the Board at AC; staff to fully flesh out the mechanics of how all of this happens (who, what, why, how...); staff will ask the Emerging Leaders work group to write something for the magazine (Sanders and Hughes will work on this).
7. Received an update on the work of the Leadership Task Force from Sanders and Hildreth, no document. Overall, the 3M Leadership preconference sponsored by 3M at PLA's National Conference was well received by participants and the sponsor. Eighteen of the participants will be at the ALA Annual Conference (AC) and are scheduling a reunion; a leadership list serve was formed and participants continue to use it; participants with ELI mentorship experience have volunteered to participate and mentor the list subscribers; the scholarship opportunities that the Leadership Task Force has been working on will be announced at AC.
8. Reviewed the IFLA 2009-2013 Call for Nominations, 2008.51, process and timeline. PLA will put out a call for participants; PLA President will select the names to submit to the ALA International Relations Office per process document; Barbara Gubbins (current IFLA committee participant) will be asked whether she is interested in having her name sent forward again. She has served one committee term and is eligible to serve again. Staff will contact her; and do a call for volunteers in the enews. Consensus of the Executive Committee is that we would like to put forward several names for consideration.
9. Reviewed the request for PLA Representative on the Library of Congress, Cataloging in Publication Division (CIP), Advisory Group (CAG), 2008.53. Consensus of the group was to determine if we have existing liaison who could fulfill the role of representing PLA on this committee; if not, staff to contact the Cataloging in Public Library committee members to determine their interest in representing us and making the necessary appointment.
10. Discussed Jim Rettig's planning invitation re: Advocating for All Libraries: Saving the Library Ecosystem, 2008.55. Jan Sanders and Carol Sheffer volunteered to attend this meeting to be convened during the upcoming ALA Annual Conference.
11. Reviewed and discussed Post Election Next Steps, 2008.52. The final revised document is appended here. Discussion involved determine the length of service for Award Juries, group consensus was two-year term, broadening the appointment process for the National Conference Program Subcommittee, including the President Elect and President in an advisory capacity to the National Conference Committee, expanding the size of the Spring Symposium Program Subcommittee, determined that all special committees would be reviewed annually, edited for consistency in terminology. The approved document is reprinted below. See next page.

Revised Organizational Schemata

PLA Membership Elects:

PLA Board of Directors consisting of:

10 Voting members:

3 Officers -- President, President-elect, Past President serving three (3) year terms

6 Members at Large serving three (3) year terms

Division Councilor serving three year (3) term

2 Non-voting members:

Representative from ALTA appointed annually by ALTA

PLA Executive Director

President and President-elect appoints:

Standing Committees

Characteristics:

- Considered permanent committees
- Purpose is to support ongoing association activities and operations with expected outcomes
- May have budget responsibilities
- May have assigned staff liaisons and support
- Appointed by PLA leadership
- Many not speak on behalf of the organization

Standing Committees:

General term of service is chairs serve one (1) year and members and electronic members serve two (2) years.

- **Awards Juries**

Composition

Seven (7) appointees on each jury with staggered two year terms

Note the Board of Directors is responsible for the ongoing review of the awards program every three years to determine if the award still fits within the framework of PLA's program of work. First scheduled review is for Annual Conference 2010. Individual juries do not roll up to an overarching committee. Juries submit their selections directly to staff liaison.

Awards Juries

Awards are judged and granted based on each individual awards recognition objective.

Awards Juries include the following:

- Advancement of Literacy Award
- Allie Beth Martin Award
- Baker & Taylor Entertainment AV Award
- Charlie Robinson Award
- DEMCO new Leaders Travel Award
- EBSCO Excellence in Small &/or Rural Public Library Service Award
- Gordon M. Conable Award

- Highsmith Library Innovation Award
- Institutional Scholarships Award (2006 Pilot Project)

- **Bylaws & Organization Committee**

Composition

The Bylaws & Organization Committee functions as a subcommittee of the Board and is appointed as needed. This committee shall be listed in the ALA Handbook of Organization as TBD unless invoked by the Board.

Bylaws & Organization Committee Charge

To consider amendments to the Bylaws; to make recommendations to the PLA Board on other organizational matters affecting PLA as a whole.

- **Budget & Finance Committee**

Composition

The Budget & Finance Committee will consist of ten (10) total members; our practice will be that the seated past president will be a voting member, the president and president-elect as ex-officio members, and members at large appointed from membership.

Budget & Finance Committee Charge

To submit a recommended budget for action to the PLA Board of Directors; to advise the PLA Board on all fiscal matters of the division, including the fiscal implications of the division's publications and programs.

- **Nominating Committee**

Composition

The Nominating Committee will consist of seven (7) members appointed annually by president-elect; our practice will be that the chair is the most recent past president who is no longer on the Board of Directors; includes at least one but not more than two (2) seated board members and members at large appointed from the membership.

Nominating Committee Charge

To prepare a PLA slate of candidates for inclusion in the ALA Election Ballot

- **National Conference Committee**

Composition

The National Conference Committee will consist of a chair, five (5) member appointees and two (2) advisory (non-voting) members. The five (5) member appointees include the chair of the Local Arrangements Subcommittee. Additionally the two (2) advisory members to the National Conference Committee are the outgoing and incoming PLA Presidents. The chair of the National Conference Committee serves on the National Conference Program Subcommittee as an advisory member. The committee is appointed two (2) years prior to conference.

National Conference Committee Charge

To work with PLA staff to plan and conduct a National Conference; to advise on general planning for the conference; to make policy recommendations to the PLA Board regarding the conference; to assist in identifying potential major speakers for all conference events; to provide an evaluation report of the conference to the PLA Board; to identify areas for potential fundraising and contributions and to work with the President-elect in these efforts;

to provide direction and coordination to local arrangements and program subcommittees; to serve as advisors to the PLA communications manager for conference promotion; to assist in conference events and activities as needed.

- *Local Arrangements Subcommittee*

Composition

Suggested size of subcommittee determined based on number of local volunteers; however, subcommittee should number no more than fourteen (14) members.

Subcommittee is encouraged to engage additional local volunteers to support efforts with onsite event assistance (e.g. assisting in the identification of local tours and attractions of interest, other onsite event assistance.)

Local Arrangements Subcommittee Charge

To work with National Conference Committee and PLA staff to promote the site of the National Conference as a desirable location and to suggest activities for conference attendees; to suggest possible sites and venues of interest to public librarians for local tours and events to PLA conference manager; to provide local information to PLA communications manager prior to conference for promotional materials and Web site; to provide local information onsite to conference attendees; to identify resources for attendees with special needs; to provide local information to exhibitors; to provide appropriate number of volunteers to staff local information counter and for logistical support (e.g. attendee packet assembly), assist at events and serve as resources.

- **Program Committee**

Composition

The Program Committee is composed of the chairs of each of the following four subcommittees: National Conference Program Subcommittee, Spring Symposium Program Subcommittee, and two separate Annual Conference Program Subcommittees (each responsible for programming their respective year's Annual Conference). A chair is to be appointed from among the four subcommittee chairs which compose this committee.

Program Committee Charge

To communicate with each other as chairs of the four (4) program subcommittees for the purpose of discussion, sharing information on and coordination of programming at appropriate PLA event. (Each individual subcommittee conducts final review and approval of programming for their event).

- *National Conference Program Subcommittee*

Composition

A chair and up to sixteen (16) members, seven (7) of whom are appointed by the president and seven (7) by the president-elect, appointed two (2) years in advance of conference. Up to two (2) members of the immediately preceding National Conference Program Subcommittee may be reappointed.

National Conference Program Subcommittee Charge

To work with the National Conference Committee and PLA staff to develop the programming for the National Conference; to identify and develop program topics for the conference and pre- and post-conferences; to stimulate program development and implementation among members and membership units; to review and approve individual programs and program scheduling; to approve presenters and coordinators of individual programs; to recommend to the PLA Executive committee for their

approval pre- and post-conferences; to coordinate schedule and program with PLA staff; to act as liaisons to program organizers to facilitate high quality presentations.

- o *Spring Symposium Program Subcommittee*

Composition

Consists of the president in whose year the event will occur in, program committee chair, and staff manager for professional development. The program committee chair may appoint up to two additional members for a total of up to five (5) members.

Spring Symposium Program Subcommittee Charge

To work with PLA staff to develop a slate of programs for the PLA Spring Symposium. To help identify, develop and review program topics; to stimulate program development and implementation among members and membership units. The Spring Symposium Subcommittee is responsible for programming at this event.

- o *Annual Conference Program Subcommittees*

Composition

Two separate Annual Conference Program Subcommittees will be established. Each will consist of a chair and up to seven (7) members appointed by each president-elect responsible for selection of programming to present during their presidential year. Each Subcommittee may have up to fourteen (14) members serving to select programming for each of two different presidential years due to 18 month program planning timeline.

Annual Conference Program Subcommittees Charge

To work with PLA staff to develop PLA programming for the ALA Annual Conference; to identify and develop program topics; to stimulate program development and implementation among members and membership units; to review and approve individual programs; to approve presenters and coordinators of individual programs; to act as liaisons to program organizers if necessary; to facilitate high quality presentations.

Publications and Products Committees,

- o Individual Publications and Products Committees do not roll up to an overarching committee. These committees are: *Public Libraries* Advisory Committee, *Public Libraries Data Statistics* (PLDS) Committee, and PLA Monographs Work Groups. Each committee works to support their individual charges to support the development of publications and products to members and the public library community. (All are designated as "committee" with the exception of the PLA Monographs Work Groups which are appointed as needed).

- o *Public Libraries Advisory Committee*

Composition

A chair and up to fourteen (14) appointees. Appointments made by president and vice president.

Public Libraries Advisory Committee Charge

To review and recommend editorial policies for *Public Libraries* and to provide oversight for the implementation of those policies. To provide overall advise on the direction and development of the journal. To serve as channel for member communication regarding the scope and coverage of *Public Libraries*.

- o *Public Libraries Data Statistics (PLDS) Committee,*

Composition

A chair and up to fourteen (14) appointees. Appointments made by president and president-elect. The chair is also asked to serve as a PLA representative to IMLS/COSLA data collection committee.

Public Libraries Data Statistics (PLDS) Subcommittee Charge

To advise PLA of actions needed to provide timely, reliable, useful, statistical, and descriptive information about public library resources, services, and performances in library specific formats. To develop annual special survey questions and provide overall advice on the direction of the project and any related projects.

- o *PLA Monographs work groups*

Composition

These work groups may be appointed as needed to review any proposed monographs. Composition to be determined as needed.

PLA Monographs Work Group Charge

To initiate and coordinate the publication of books and pamphlets pertinent to the role of public library service; to work with appropriate PLA committees and members to evaluate the need for revision of published materials; to aid in originating new publication, and in defining the purpose, audience, and scope of each publication.

Advisory Groups

Characteristics:

- Primary purpose is to advise the PLA Board of Directors on relevant issues or areas of practice under current review.
- Do not have budget authority.
- Are not empowered to speak on behalf of the organization.
- Ongoing, but reviewed annually for continuance and relevance.
- Members serve two (2) year staggered terms, and appointed by president if work group is deemed to continue after annual review.
- Members are appointed for their expertise in the subject area. Advisory Groups are not subject to the annual call for volunteers.
- May be disbanded by the PLA Board of Directors as a result of annual review.
- Work product consists of policy statements, white papers, research, etc. for the PLA Leadership to use in decision making.
- Chairs may be assigned liaison responsibilities to other entities.

Advisory Groups:

- Intellectual Freedom
- Legislative

Special Committees

Characteristics:

- Appointed as needed by the Board of Directors to accomplish a specific task or project.
- Created for two (2) years unless otherwise specified by the Board of Directors at the time of creation.
- Appointment for the duration of the project.
- May have budget authority.
- May have assigned staff liaison and support.

- May not speak on behalf of the organization.
- Disband when the task/project is complete.
- All special committees are evaluated annually.

Current Special Committees:

- Every Child Ready To Read Evaluation Task Force, 2007-2009
- Leadership Task Force, 2007-2009

Discussion Groups also know as Communities of Practice

Characteristics

- PLA provides technology to support discussion groups/communities of practice
- Communicate and network primarily electronically (virtually) but may meet face-to-face if they desire and request meeting space.
- Self emerging by filling out online form to establish.
- Must be a PLA member to participate, this networking opportunity is considered a benefit of membership.
- Discussion group/community of practice automatically disbanded if no activity in six (6) months.
- Provide the ability to post documents, pictures, links, etc. online.
- Provide online ability to connect with other communities of practice or discussion groups.
- Self-sustaining, appointments are not made to these entities.
- Board may solicit ideas/projects from discussion groups/communities of practice.
- Do not have representation on PLA Board.
- Specific discussion groups/communities of practice do not have assigned staff support.
- Integrated with electronic newsletter and PLA directory—as means to promote the availability of these entities.
- Can create (as any member can) recommendations for consideration of programs and services.
- Any existing committee, special committee, task force, work group, advisory group can morph into a discussion group/community of practice.
- Discussion groups/communities of practice are not necessarily doing the work of the association. They provide a venue for subject interest discussion.
- Program ideas may come from any person, or entity. Organizational standing (i.e. committee standing) is not a requirement for program planning and presentation.

May 5, 2008

To: PLA Executive Committee
Fr: Greta K. Southard, Executive Director
Re: 2008 Election Results

The PLA election results were released on May 2. All candidates were notified of the results prior to PLA and or ALA making the results public. The results are as follows:

PLA President-Elect: Sari Feldman, Cuyahoga County Public Library, OH

Issues and Concerns Cluster Steering Committee:

Marion W. Francis, Ann Arundel CPL, MD
Mary Anne Hodel, Orange County Library System, FL

Library Development Cluster Steering Committee:

Kathy Knox, Pueblo City County Library District, CO
Gary L. Shaffer, Sacramento Public Library, CA

Library Services Cluster Steering Committee:

Judy A. Napier, Schaumburg District Library, IL
Susan N. Pieper, Paulding County Carnegie Library, OH

PLA Division Councilor: Christine Lind Hage, Rochester Hills Public Library, MI

Approval of New Bylaws: Adopted (94.4% Yes and 5.6% No)

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Date: 6/18/2008  
To: PLA Board  
From: Louisa Worthington  
Re: Membership

#### INFORMATION ITEM

As of May 2008, PLA had 12,183 members.

For comparison purposes:

- In May 2007, a non-national conference year membership was at 11,049.
- In May 2006, a National Conference year, membership was at 11,655.

#### **Membership by region**

The following numbers represent how PLA membership breaks down according to regions. Please note that these numbers do not add up to 12,183 because they do not include foreign, organizational, or corporate members. Here's how PLA membership breaks down according to these regions:

**The Northeast** (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island)

Maine – 54

New Hampshire – 88

Vermont – 26

Massachusetts – 287

Connecticut – 189

Rhode Island – 45

**Total Northeast: 689**

**The Middle Atlantic** (New York, New Jersey, Pennsylvania, Delaware, Washington, DC, and Maryland)

New Jersey - 357

New York - 939

Pennsylvania - 370

Delaware - 50

D.C. - 38

Maryland - 357

**Total Middle Atlantic: 2,111**

**The South** (Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, Louisiana, and Missouri, and Texas).

Virginia - 294

West Virginia – 54  
Kentucky - 126  
Tennessee - 88  
North Carolina - 250  
South Carolina - 141  
Georgia - 216  
Florida - 424  
Alabama - 131  
Mississippi - 44  
Arkansas - 37  
Louisiana – 156  
Missouri - 191  
Texas - 525

**The South: 2,677**

**The Midwest** (Ohio, Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, North Dakota, South Dakota, Kansas, Nebraska)

Ohio - 621  
Michigan - 507  
Indiana - 295  
Wisconsin – 301  
Illinois - 1,071  
Minnesota – 275  
Iowa - 208  
North Dakota - 18  
South Dakota - 30  
Kansas - 172  
Nebraska - 89

**The Midwest: 3,587**

**The Southwest** (New Mexico, Arizona, and Nevada)

New Mexico - 54  
Arizona - 194  
Nevada - 76

**The Southwest: 324**

**The West** (Oklahoma, Colorado, Wyoming, Montana, Utah, California, Nevada, Idaho, Oregon, Washington, Alaska, and Hawaii)

Oklahoma - 138  
Colorado - 275  
Wyoming – 60  
Montana - 31  
Utah - 69

California - 985  
Idaho - 56  
Oregon - 146  
Washington - 348  
Alaska - 37  
Hawaii - 46  
**The West: 2,191**

**Division Overlap Report**

(As of May 1, 2008)

This portion of the report shows what other divisions PLA members belong to numerically and by percentage:

|          |      |
|----------|------|
| PLA ONLY | 6163 |
| AASL     | 339  |
| ACRL     | 504  |
| ALCTS    | 604  |
| ALSC     | 1407 |
| ALTA     | 562  |
| ASCLA    | 399  |
| CLENE    | 190  |
| EMIERT   | 219  |
| ERT      | 121  |
| FAFLRT   | 64   |
| GLBTRT   | 172  |
| GODORT   | 145  |
| IFRT     | 579  |
| IRRT     | 304  |
| LAMA     | 2118 |
| LITA     | 731  |
| LHRT     | 111  |
| LIRT     | 163  |
| LRRT     | 227  |
| LSSIRT   | 85   |
| MAGERT   | 51   |
| NMRT     | 397  |
| RUSA     | 1256 |
| SRRT     | 530  |
| STORT    | 89   |
| VRT      | 69   |
| YALSA    | 1312 |



**Division Membership Comparison**

(As of April 2008)

|       |        |
|-------|--------|
| PLA   | 12,276 |
| AASL  | 9,269  |
| ACRL  | 13,089 |
| ALCTS | 4,889  |
| ALSC  | 4,246  |
| ALTA  | 1,193  |
| ASCLA | 939    |
| LAMA  | 5,257  |
| LITA  | 4,058  |
| RUSA  | 5,127  |
| YALSA | 5,655  |

TO: PLA Executive Committee

FROM: Joe Potaczek, CAE  
PLA Deputy Executive Director

RE: **Partners Program Status Report**

DATE: June 17, 2008

For FY 2007-08, PLA has received pledges for a total \$202,500 as of June 17, 2008. Of this, \$129,500 is direct dollars to PLA; \$52,000 is for in-kind merchandise, including registration tote bags, badge holders, notepads and pens and other materials to support national conference; and \$21,000 is for awards and administrative fees. This compares to a total of \$177,500 raised in 2005-2006, our last national conference year. Budget for FY 2007-08 is \$129,000. Some new additions to this year's group include: Brainfuse and Integrated Technology Group.

We will be looking at opportunities for event sponsorships at Spring Symposium 2009 and for the upcoming 2009 program year. Board members are encouraged to suggest new vendors for potential sponsorship opportunities. In many cases newer suppliers or those that are seeing an expansion in their outreach to the library market (this was the case with both Brainfuse and Integrated Technology Group) are good candidates. Please continue to contact Joe Potaczek with any suggestions and/or contact information.

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Year	2007-08					
Company	Purpose	Direct	Indirect	Awards	Total	
3M Library Systems	Leadership Institute		10,000		10,000	
Audio Publishers Assoc.	Silver		1,000		1,000	
Baker & Taylor	Gold	5,000			5,000	
Baker & Taylor	Allie Beth Martin Award			3,500	3,500	
Baker & Taylor	Entertainment Award			3,000	3,000	
Baker & Taylor	Charlie Robinson Award			1,500	1,500	
Bill & Melinda Gates Fdn.	Platinum					
BBC Audiobooks	Gold	5,000			5,000	
Brainfuse	Gold	5,000			5,000	
Brodart	Gold	5,000			5,000	
BWI	Gold	5,000			5,000	
Capstone Publishing	Silver	2,500				
Checkpoint	Gold	5,000			5,000	
CIVICTechnologies	Silver	1,000			1,000	
Demco, Inc.	New Leader Travel Grant			5,500	5,500	
EBSCO	Exc Small-Rural Award			1,500	1,500	
EBSCO	Gold	5,000			5,000	
Encyclopedia Britannica	Silver	1,000			1,000	
Hachette Books	Gold	5,000	4,000		9,000	
HarperCollins	Silver		2,000		2,000	
Highsmith	Innovation Award			2,500	2,500	
Highsmith	Gold	5,000			5,000	
H.W. Wilson Fdn.	Platinum	10,000			10,000	
Ingram	Gold	5,000			5,000	
Innovative Interfaces	Gold (NC06 bags)		8,000		8,000	
Integrated Technology	Platinum	10,000			10,000	
Jan Way Co.	Gold	5,000			5,000	
LibraryConsultants.org	Bronze	500			500	

Year	2007-08					
Company	Purpose	Direct	Indirect	Awards	Total	
Library Journal	Other	8,500				
LSSI	Conable Award			2,000	2,000	
Morningstar	Gold	5,000			5,000	
McGraw Hill	Silver	2,500				
OverDrive	Silver	1,000				
Polaris Library Systems	Gold	5,000			5,000	
Polaris Library Systems	John Illif Award			1,500	1,500	
Proquest	Platinum	10,000			10,000	
Queens Public Library	Gold	1,500	8,000		9,500	
Random House	Silver		1,000		1,000	
R. R. Bowker	Silver	2,000			2,000	
Scholastic	Silver		1,000			
Tech Soup	Silver	1,600			1,000	
The Library Corporation	Platinum	1,150	10,000		11,150	
Tutor.com	Silver		1,000		1,000	
Useful	Gold		5,000		5,000	
Webjunction	Platinum	10,000			10,000	
Wiley Publishing	Silver		1,000		1,000	
World Book	Silver	1,250			1,250	
TOTAL		129,500	52,000	21,000	202,500	

Date: May 2, 2008
To: PLA Executive Committee
From: Kathleen Hughes
Re: "Public Libraries"

INFORMATION ITEM

So far in Fiscal Year 2008, "Public Libraries" ad sales are steady. Ad sales revenues are at \$52,783, currently \$2,887 ahead of budget. Ad sales revenues at this point last fiscal year were \$33,661.

Our subscription base has dropped some, however we are in the midst of a subscription drive that should increase the number of subscribers by the end of the fiscal year. We currently have 728 subscriptions, at this time last year we had 764 subscriptions. Subscription revenues are ahead of budget, currently at \$27,049; budgeted to be \$23,926.

In terms of expenses, we were budgeted to be at \$97,482; the actual expenses total is \$113,847 making us approximately \$16,000 over budget. This can be attributed to larger page counts in the past few issues and accompanying increases in production costs. The next two issues in this fiscal year will have lower page counts and lower expenses. As for net revenue, it was budgeted to be at -\$40,918; however we are actually at -\$39,867.

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Date: June 17, 2008  
To: PLA Board of Directors  
From: Kathleen Hughes  
RE: Publications

### **Sales**

PLA publications revenues are at \$149,282.22 as of the April report; currently \$103,000 ahead of budget. Revenue figures at this time last year were \$39,687.63. Strong ongoing sales, especially of *Libraries Prosper with Passion, Purpose, and Persuasion* (1300 copies sold to the “Turning the Page” project and 578 individual copies sold) and revenues from the PLA and ALA conference stores, should keep sales revenues strong through the end of the fiscal year.

### **Expenses**

Expenses are currently under budget, at \$4,257.64. At this point in the fiscal year, expenses are budgeted to be at \$87,560. This difference is largely a timing issue and will be reconciled as invoices arrive and are paid.

### **PLA Publishing Activities**

#### **“Results” series**

- Digital Download – *PLA Service Responses*

Authored by Sandra Nelson and June Garcia, PLA published the revised *Service Responses* as a ‘digital download’ available via the ALA Online Store. The publication has sold 271 copies since its release in May, 2007.

- *Strategic Planning for Results* by Sandra Nelson was released in early 2008. To date, 446 copies have been sold.

#### **TechNotes**

PLA continues its popular Technotes series. Technotes are short, web-based papers introducing specific technologies for public librarians. Technotes are located at [www.pla.org](http://www.pla.org).

#### **PLA Publications/Monographs Program**

PLA is working on a series of publications with Neal-Schuman, “The PLA Reader Series.” The first book in the series will be “The PLA Reader for Public Library Directors.”

#### **PLDS**

PLA is again offering subscription access to the PLDS Online Database, featuring a dynamic web-based format. By ordering a one year subscription to the database, users are able to search the PLDS datasets and create customized reports. The print version of the PLDS also is available for purchase. For informational purposes, the subscription databases are \$250; last year we sold nearly 100. So far this year, we have sold 37. The subscription database has not appeared to affect sales of the PLDS book, which last year were on target; 2008 advance orders for the PLDS book also are steady.



**PLA Blog ([www.plablog.org](http://www.plablog.org))**

The PLA Blog remains a vibrant component of PLA's publishing efforts. In addition to lively posts, podcasts, interviews, and more, this year our team of volunteer bloggers again fanned out to provide in-depth coverage of the 2008 ALA Midwinter Meeting and the 2008 PLA conference sessions.

**Blog Statistics**

From January 1, 2008 – 3/31/08, we averaged per day:

2,176.11 Sessions  
5,000.76 Pageviews

During the ALA Midwinter Meeting and the 2008 PLA Conference – sessions and pageviews per day increased:

1/11/08-1/16/08 (ALA Midwinter)  
2,234.83 Sessions  
6,005.17 Pageviews

3/25/08-3/29/08 (PLA 2008)  
2,977.40 Sessions  
8,877.60 Pageviews

June 17, 2008

To: PLA Board of Directors

From: Linda Bostrom  
PLA Manager of Professional Development

Re: Update on PLA Educational Activities  
2008 ALA Annual Conference

### **ALA 2008 Annual Conference**

PLA will be sponsoring 22 programs in Anaheim. This does not include the President's Program featuring Jamie Lee Curtis. You should have all received a copy of the PLA@ALA brochure. Additional copies will be available at the Board meetings.

### **CPLA**

Since the ALA Midwinter Meeting, nine PLA/CPLA workshops have taken place in partner locations across the country, including one as a preconference to the joint Oregon/Washington state library conference. Total registration for all these workshops was 218 for an average attendance of about 24. Two additional workshops were canceled due to insufficient registration. The number of those applying for the CPLA certification continues to grow as does the number of workshop attendees who indicate they are considering certification. PLA is in the process of scheduling workshops for the remainder of 2008 and for 2009-2010.

### **e-Learning @ PLA**

PLA has a slate of online mini-courses based on the newly revised Service Responses, ready to go live. They should be available to our members in the very near future. We're in the process of switching the registration function over to the ALA Registration Office. The new courses will be available on demand, with some new features, e.g., podcasts by experts, wikis (with unlimited access).

### **Regional CE Events**

Results Boot Camp 4 is scheduled to take place October 20-24, 2008, in Cleveland, Ohio. Registration for this popular event is now open and available through the PLA Web site. A train-the-trainer event based on PLA's latest publication, *Strategic Planning for Results*, is in the planning stages. PLA hopes to attract participants from states in which there are currently no PLA Results Trainer.

**Spring Symposium 2009**

The 2009 Spring Symposium will be held in Nashville, Tennessee, April 2-4, Thursday evening through Saturday morning. We expect to offer a slate of 5-6 concurrent one-and-a-half day workshops, plus a Turning the Page event. The workshop topics and instructors include: the new Service Responses, with Sandra Nelson and June Garcia; a CPLA Current Issues workshop with instructors George Needham and James McPeak; a Technology track that includes social networking, latest technology, and the technology future for libraries (instructors not all finalized); Everyday Library Ethics, with Pat Wagner.

Registration for this event is expected to open after Labor Day, around September 2.

**MEMO**

TO: PLA BOARD OF DIRECTORS

FROM: EMILY SHEKETOFF  
WASHINGTON OFFICE

DATE: JUNE 17, 2008

**INFORMATION ITEM**

**APPROPRIATIONS AND EDUCATION REAUTHORIZATIONS**

President Bush released his fiscal year (FY) 2009 budget request on February 4. We are currently waiting for Congress to introduce FY 2009 appropriations bills.

In the Labor, Health and Human Services, Education and Related Agencies Appropriations bill, OGR is asking the Subcommittee to fund the Library Services and Technology Act (LSTA) at \$214.432 million.

In the Legislative Branch Appropriations Bill, ALA is asking the Subcommittee to fund the Government Printing Office at the President's FY 2009 request of \$174.354 million and to adequately fund the National Library Service for the Blind and Physically Handicapped (NLSBPH) process of switching the talking books and associated playback equipment from four-track cassette tapes to digital (USB) flash memory cartridges. NLSBPH estimates the cost of transition is \$76.4 million, over a four-year period, and the Library of Congress received only \$12.5 million of the \$19.1 million requested in FY 2008.

In the Agriculture, Rural Development, and Related Agencies Appropriations bill, OGR is asking the Subcommittee to restore the proposed \$4 million cuts to the National Agriculture Library (NAL) and add \$1 million to allow NAL to provide improved access to agricultural information and literature.

OGR is also following the progress of the FY 2009 Supplemental Spending Bills. The Senate version includes \$400 million for the Secure Rural Schools and Community Self Determination Act. The Act provides revenue, based on timber receipts, to be used for education, roads and various other county services, including libraries, in rural areas. When the Act expired last year, several libraries in Oregon were forced to close. We are monitoring the House version of the bill.

Members of Congress circulated a letter addressed to both the Senate and House Labor, Health and Human Services and Education Appropriation Subcommittees and requests that the Senate and House include President Bush's request of \$214.432 million for LSTA and increased funding for the Improving Literacy Through School Libraries

program for FY 2009. The President requested \$174.254 million for the Government Printing Office (GPO). Within GPO, the request includes:

- \$97.928 million for Congressional Printing and Binding; and \$43.426 million for Superintendent of Documents.

(Numbers in thousands)

| <b>Funding for Selected Programs</b>                                | <b>FY 2007</b> | <b>FY 2008</b>                   | <b>FY 2009<br/>President's<br/>Request</b> |
|---------------------------------------------------------------------|----------------|----------------------------------|--------------------------------------------|
| Institute of Museum and Library Services                            | \$210,597      | \$263,508                        | \$271,246                                  |
| Grants to State Library Agencies                                    | \$163,746      | \$160,855                        | \$171,500                                  |
| Native American Library Services                                    | \$3,638        | \$3,574                          | \$3,717                                    |
| National Leadership                                                 | \$12,375       | \$12,159                         | \$12,715                                   |
| 21 <sup>st</sup> Century Library Professionals                      | \$23,760       | \$23,345                         | \$26,500                                   |
| National Commission on Libraries and<br>Information Science (NCLIS) | \$983          | \$400<br>close out<br>activities | \$0                                        |
| GPO Superintendent of Documents                                     | \$33,000       | \$35,000                         | \$43,426                                   |
| Library of Congress                                                 | \$508,000      | \$562,000                        | \$645,800                                  |
| Talking Book Program                                                | X              | \$12,500                         | \$12,500                                   |
| <b>Department of Education</b>                                      |                |                                  |                                            |
| Title I, Grants to Local Education Agencies<br>(ESEA I-A)           | \$12,713,125   | \$13,898,875                     | \$14,304,901                               |
| Even Start (ESEA I-B-3)                                             | \$111,584      | \$66,545                         | \$0                                        |
| Reading First State Grants (ESEA I-B-1)                             | \$1,018,692    | \$393,012                        | \$1,000,000                                |
| Early Reading First (ESEA I-B-2)                                    | \$103,118      | \$112,549                        | \$112,549                                  |
| Striving Readers Initiative                                         | \$31,596       | \$35,371                         | \$100,000                                  |
| Improving Literacy Through School Libraries<br>(ESEA I-B-4)         | \$19,486       | \$19,145                         | \$19,145                                   |
| Education Technology (ESEA II-D-1 & 2)                              | \$273,062      | \$267,494                        | \$0                                        |
| 21 <sup>st</sup> Century Community Learning Centers<br>(ESEA IV-B)  | \$981,180      | \$1,081,166                      | \$800,000                                  |
| Innovative Ed. Prog. Strategies (ESEA V-Part<br>A)                  | \$99,183       | \$0                              | \$0                                        |
| Inexpensive Book Distribution (RIF) (ESEA<br>V-D, 5)                | \$25,043       | \$23,831                         | \$0                                        |
| Special Education (IDEA) State Grants                               | \$10,491,941   | \$10,947,511                     | \$11,284,511                               |
| Carl D. Perkins State Grants                                        | \$1,181,553    | \$1,160,911                      | \$0                                        |
| Adult Education & Literacy State Grants                             | \$564,074      | \$554,122                        | \$554,122                                  |
| Adult Education National Leadership                                 | \$9,005        | \$6,878                          | \$14,000                                   |
| National Institute for Literacy                                     | \$6,583        | \$6,468                          | \$6,468                                    |
| <b>Institute of Education Sciences</b>                              |                |                                  |                                            |
| Educational Research                                                | \$162,535      | \$159,696                        | \$167,196                                  |
| Educational Statistics                                              | \$89,952       | \$88,494                         | \$104,593                                  |
| Educational Assessment                                              | \$93,117       | \$104,063                        | \$138,844                                  |
| <b>Other Agencies &amp; Programs</b>                                |                |                                  |                                            |
| Head Start (HHS)                                                    | \$6,789,000    | \$6,900,000                      | \$7,000,000                                |
| National Endowment for the Arts                                     | \$124,000      | \$145,000                        | \$128,412                                  |
| National Endowment for the Humanities                               | \$139,000      | \$145,000                        | \$132,242                                  |

## **Higher Education**

For the past year, we have been working with several Members of Congress to find ways to increase loan forgiveness opportunities for librarians.

Last year, Congress passed and the President signed the College Cost Reduction Act of 2007, which includes a program designed to encourage students to enter vital public service jobs by creating a new student loan forgiveness plan through the Direct Loan program for public service employees. Qualifying areas of employment include librarians.

The Higher Education Act is currently up for reauthorization. Both the House and Senate passed bills last year and are currently negotiating a compromise bill. The Senate bill (S. 1642) would extend current-law Perkins loan forgiveness (which is subject to appropriations and available for borrowers who work in specific public service jobs) to additional categories of borrowers who meet eligibility criteria and work as librarians, pre-kindergarten or child care workers, full-time faculty at tribal colleges or universities, and speech and language therapists. Specifically, the language was expanded to include service as a librarian with a master's degree working in:

- An elementary or secondary school eligible for assistance under title I of the Elementary and Secondary Education Act; or
- A public library serving an area containing an elementary or secondary school eligible for assistance under title I of the Elementary and Secondary Education Act.

The House bill (H.R. 4137) authorizes discretionary loan forgiveness (excluding consolidation and PLUS loans) of \$2,000 a year (up to \$10,000) for service in “areas of national need.” Under this program, librarians are specifically listed as an “area of national need” as long as the individual is employed full-time in a high poverty area for five consecutive years. Specifically, the individual must work in:

- A public library that serves a geographic area within which the public schools have a combined average of 30% or more of their total student enrollments composed of children eligible for assistance under title I of the Elementary and Secondary Education Act; or
- An elementary or secondary school with greater than 30% of its students eligible for assistance under title I of the Elementary and Secondary Education Act.

## **READ Posters**

The posters that Members of Congress posed for at Library Day on the Hill last year were delivered to Congressional offices and sent to ALA member libraries from their states and districts around the country.

## **GOVERNMENT INFORMATION**

### **Federal Depository Library Program (FDLP)**

In April 2008, the Joint Committee on Printing (JCP) tasked the Government Printing Office (GPO) with conducting a study on the conditions of regional depository libraries. As part of that study, GPO requested comments from the library community. On behalf of ALA, OGR submitted a letter to GPO broadly framing the complex issues and highlighting the diversity of concerns, challenges, and ideas within ALA, with respect to the current and future role of the FDLP.

The GPO draft report titled, "Regional Depository Libraries in the 21st Century: A Time for Change?" has now been submitted to the JCP. It is available at <http://www.fdlp.gov/regionals/study.html>. The JCP has asked GPO to seek comments from the depository community. But GPO will not accept comments through a web form after June 15, 2008.

GPO's recommendations, as they appear on page 21 of the draft report, include:

*To ensure regional depository libraries are able to provide unimpaired access to Government information dissemination products for future generations, GPO recommends:*

- *Continuing and increasing appropriations for GPO's initiatives to create machine-readable bibliographic records for the legacy collection of pre-1976 depository publications to ensure its completion in a timelier manner.*
- *Revising Chapter 19 of Title 44 to allow a more flexible structure within the parameters of the, already library community-accepted, Guidelines For Establishing Shared Regional Depository Libraries.*
- *Approving the Kansas/Nebraska shared regional proposal. GPO is positioned to approve intrastate proposals and wants to continue to bring new multi-state proposals that meet the criteria in the Guidelines For Establishing Shared Regional Depository Libraries, forward to the JCP for consideration.*
- *Making funds available to regional depository libraries to help offset the costs of storing and preserving government property and the costs that are shifted from agencies to libraries as an unintended consequence of technology (an unfunded mandate).*
- *Continuing the dialog between GPO and the depository community about the outcomes of this study and to undertake a more in-depth look at the organizational, financial, and technological issues affecting the FDLP in its entirety, not just the regional depository libraries. Further discussion of scenarios for a flexible future are needed to gain consensus for driving Title 44 revisions.*

COL led a multi-unit discussion analyzing the full report and with input from ALA units hammered out consensus on a response which was submitted to GPO by the June 15

deadline. Even after this deadline, this will be an important agenda item at various meetings during Annual 2008.

### **E-Government Services**

OGR continues to work with COL to establish a new Ad Hoc Subcommittee on E-Government Services. COL member Patricia Ball and PLA member Lee (Molly) Fogarty were appointed co-chairs by COL chair Camila Alire. A letter was sent to all ALA units seeking volunteers for the subcommittee. Appointments were made after hearing from all interested units. Staff has created an open wiki so that anyone interested in the E-Government Services project can be involved, not just those officially on the subcommittee. The wiki is located at [wo.ala.org/egovservices](http://wo.ala.org/egovservices).

OGR has had several meetings and discussions with staff in the Senate's Homeland Security and Governmental Affairs Committee to generate awareness and support for our E-government efforts and to develop legislation that reflects the reality that public libraries are the primary providers for E-government services. OGR has also worked with that committee to provide a briefing session (June 13) for Senate staffers on this subject.

### **PRIVACY & SURVEILLANCE**

#### **Foreign Intelligence Surveillance Act (FISA) Reform Legislation**

As reported in the national news, there was "vigorous" floor debate off and on for several days leading up to the House passage on March 13 of a "substitute" H.R. 3773. This bill goes further than the current Senate version in terms of requiring improved reporting, more accountability and additional safeguards to keep law enforcement from compromising our civil liberties. While not a perfect bill, it goes further than the Protect America Act, passed last August, further than the earlier bill passed last fall in the House and further than the Senate bill. Also, H.R. 3773 does NOT provide telecommunications immunity for providing phone and other records to law enforcement. The Senate bill includes immunity.

The House went so far as to have a closed session to accommodate some of the Republicans who insisted that they had confidential information to share with representatives prior to a final vote. Although the public may never know about this confidential closed session, there are reports that discussion did not provide any new or highly classified information to the debate. There will be many more battles as this issue moves forward. The vote was:

YEAS: 213 (all Democrats)

NAYS: 197 (11 Democrats, 186 Republicans)

VOTING PRESENT: 1 (one Democrat)

NOT VOTING: 20 (8 Democrats, 12 Republicans)

OGR worked with various other organizations and coalitions as well as with legal advisors on these bills over the last many months. ALA and the Association of Research Libraries (ARL) sought language that would have called for a higher standard of court



review for library users, including those students at U.S. colleges/universities with campuses overseas). Although that precise language was not in the final bill, ALA and ARL sent a letter to urge passage of the House version of H.R. 3773. The letter read:

We believe that the “Substitute” balances provisions between the House RESTORE Act, passed by the House last fall, and the Senate bill. The “Substitute” is a responsible, balanced compromise that enhances the government’s ability to monitor foreign terrorists and spies, yet maintaining safeguards important to protecting the freedoms of law-abiding Americans.

This has been only the latest battle in what is an ongoing war on FISA reform. The Senate version is more objectionable to the library community than this House version of H.R. 3773. Meanwhile, the White House threatened a veto if it comes to the President’s desk. Key library grassroots advocates were very helpful and responsive in getting to key House offices during the final days of this debate. Also, during the week of March 12, an Inspector General’s report affirming ALA’s arguments that National Security Letters (NSLs) are being abused was broadly published.

The “H.R. 3773 substitute bill” is substantially better than the Protect America Act or the bill passed by the Senate. The “substitute” includes reporting requirements which will ensure that Congress obtains access to the information needed for public and Congressional consideration of what permanent amendments should ultimately be made to FISA. While the bill would authorize the surveillance of Americans’ international communications without a warrant (in some circumstances where the Fourth Amendment requires a warrant), it does contain important protections against such unconstitutional surveillance. Such appropriate protections include: a) accountability for illegal surveillance by the Administration that also guarantees future oversight; b) a December ‘09 sunset so that these powers will be reviewed in the new Administration; c) creation of a commission to investigate & report about warrantless surveillance; d) stronger judicial oversight; and e) requiring probable cause to target Americans who are overseas.

### **National Security Letter (NSL) Reform Legislation**

ALA, in conjunction with allies in the Campaign for Reader Privacy, which represents booksellers, librarians, publishers, and writers, released an open letter calling on Congress to pass legislation that will restore the safeguards for reader privacy eliminated by the USA PATRIOT Act. In a letter published in *Roll Call*, the American Booksellers Association, the American Library Association, the Association of American Publishers, and PEN American Center urged approval of the National Security Letters Reform Act (S. 2088 and H.R. 3189). The letter cited two recent reports by the Inspector General of the Justice Department, which show that the FBI has violated the law thousands of times since Congress expanded its authority to issue National Security Letters (NSLs), which it can use to seize records from bookstores and libraries without court approval. In part, the letter read, “The NSL Reform Act gives the FBI the tools it needs to conduct urgent investigations without sacrificing our most basic constitutional principles.”

S. 2088 and H.R. 3189 restrict FBI searches to the records of those either suspected of or directly connected to terrorism or espionage. It also limits the time that booksellers and librarians are barred by a gag provision from revealing the receipt of an NSL, which is used to obtain Internet records, or a Section 215 order, which can be used to demand all other records. S. 2088 was introduced by Sen. Russ Feingold (D-WI) and is co-sponsored by 11 Senators. H.R. 3889 was introduced by Rep. Jerry Nadler (D-NY) and is co-sponsored by 27 Representatives. Neither bill has received a hearing since they were introduced last year.

The Senate Judiciary Committee continues to consider issues relating to National Security Letters (NSLs). ALA has endorsed the bi-partisan NSL Reform Act (S. 2088), which includes many beneficial reforms including limiting the reach of NSLs by allowing only less sensitive personal information to be made available under this authority. Other existing authorities could still be used to obtain the more sensitive information that would no longer be available with an NSL. The bill would require the government to determine that records sought with an NSL relate to someone who is connected to terrorism or espionage and would require the Attorney General to issue minimization procedures for information obtained through NSLs.

It would also enhance oversight by requiring additional reporting to Congress and make reasonable changes to the gag rules, requiring a gag to be narrowly tailored and limiting it to 30 days, extendable by a court. The bill would also tighten standards for court-issued orders under Section 215 of the USA PATRIOT Act (the “library records” provision) by requiring the government to show that the records sought relate to a suspected terrorist or spy, or to someone directly linked to such a person.

These bills were part of the key messages in the NLLD packets in May.

### **REAL ID Act and Related Issues**

ALA opposed the REAL ID Act (P.L. 109-13) in 2005 and supports current efforts for its repeal. The Act creates a de facto national identification (ID) card by mandating standardized machine-readable driver’s licenses in all states. The library community is concerned because such state driver’s licenses are often used to apply for library cards. This would increase the opportunity to access and link multiple databases, including library use records, threatening privacy rights and confidentiality with respect to information sought.

Most critics agree that the REAL ID Act creates a national ID system lacking adequate privacy safeguards and puts the burden of this system on states’ driver’s license agencies to fund (cost estimates exceed 100 times what Congress initially projected) and manage. Enactment of REAL ID would violate many states’ privacy laws; 17 states have passed (and 20 have partially-passed or introduced) legislation rejecting REAL ID. ALA passed a resolution stating its concerns about the move to standardized machine-readable driver’s licenses.

ALA supports the REAL ID Repeal and Identification Security Enhancement Act (H.R. 1117), introduced by Rep. Allen (D-ME), and the Identification and Security Enhancement Act (S.717), introduced by Sen. Akaka (D-HI). At this writing, both bills remain in Committee.

### **Data Mining and Personal Information**

There is renewed debate on several “employment” related bills that would require verification of an individual’s residence status. The New Employee Verification Act (H.R. 5515) is one such bill. ALA is monitoring these proposals closely because of the implications for privacy, the problems inherent to such databases that currently exist, and the implications for libraries and their employees as well as patrons.

## **TELECOMMUNICATIONS**

OGR staff visited a number of Congressional offices as part of an ongoing series of appointments to share the reports from ALA’s two telecommunications and connectivity studies. This is a proactive effort to line up support for long term and new proposals to promote broadband connectivity to libraries.

### **Farm Bill**

A meaningful victory will be realized when the Farm Bill passes “again.” The version of the Farm Bill passed in May inserted the word “libraries” as eligible entities to apply for the Rural Utilities Service (RUS) Distance Learning and Telemedicine program (DLT). Unfortunately, the version that was passed inadvertently omitted another unrelated major section after months of debate during the conferencing on the bill. At this writing, it is expected that there will be another Farm Bill vote in early June.

The insertion of the word “libraries” is the only statutory revision in the DLT program. The addition makes clear that the Congress expects RUS to fund library-based DLT projects. The current law (which remains in tact) provides for “financial assistance for the purpose of financing the construction of facilities and systems to provide telemedicine services and distance learning services in rural areas.” ALA did not get its proposed language seeking additional resources recognition to address the specialized needs of libraries.

However, getting this “small” amendment in the bill permits libraries to participate in a program “to encourage and improve telemedicine services and distance learning services in rural areas through the use of telecommunications, computer networks, and related advanced technologies by students, teachers, medical professionals and rural residents.” Additional research on the program and its potential implementation is underway at this time.

### **Internet Safety Education Legislation**

There are now bills calling for Internet safety education for libraries and schools receiving E-rate discounts. ALA has long supported education as the best tool to promote safe Internet usage for young people. However, additional burdens placed on E-rate

participants are not supported. Decisions about Internet safety education and/or blocking technologies are best made at the local level by library and school boards based upon community needs and standards. Rep. Brad Ellsworth (D-IN) introduced the e-KIDS Act of 2007 (H.R. 3871) and Rep. Judy Biggert introduced the Protecting Our Children Online Act of 2008 (H.R. 6145), both of which ALA has endorsed.

These are welcome alternatives to the Deleting Online Predators Act (DOPA) reintroduced by Rep. Mark Kirk (R-IL) in this Congress. The “education” bills are clearly better alternatives to DOPA, which would block access to all interactive web applications, such as MySpace, except under certain limited conditions.

## **COPYRIGHT**

### **Orphan Works Legislation**

OGR has been actively advocating for a reasonable legislative solution in response to orphan works legislation that was recently introduced in both the House (H.R. 5889) and the Senate (S. 2913). Activities include participating in strategy meetings, sending letters to key Congressional members and their staff, and working with a consultant to help inform revisions being made to the bills. OGR has been actively advocating for a reasonable legislative solution in response to orphan works legislation that was recently introduced in both the House (H.R. 5889) and the Senate (S. 2913). Activities include participating in strategy meetings, sending letters to key Congressional members and their staff, and working with a consultant to help inform revisions being made to the bills. OGR continues to advocate for the Senate version of the bill over the House version, and is actively working to amend the House version’s additional provisions including eliminating the “dark archive” requirement (mandating that users file a notice to the U.S. Copyright Office before using an orphan work). In addition, we continue to advocate for reasonable language on what constitutes best practices when conducting a qualifying/reasonable search for the copyright holder.

### **Section 108 Study Group**

The final report of the Library of Congress Working Group on Section 108 was released in March 2008. The library community as a whole, and ALA in particular, continues to analyze the Working Group’s report.

### **Copyright Advisory Network**

The state chapters have helped publicize the Copyright Advisory Network (CAN, [www.librarycopyright.net](http://www.librarycopyright.net)) by providing a link to the site on their home pages. Traffic on the network has increased, with more questions submitted by school library media specialists than previously. The CAN blog recently included posts on Martin Luther King Jr.'s speeches and the public's limited access to them, the Motion Picture Association of America's movie theatre in DC and private parties and screenings provided to legislators and others, and proposals from the Music Library Association and the Association of Recorded Sound Collections to amend copyright law to provide access to pre-1972 sound recordings.

### **International Copyright Advocates**

The International Copyright Advocates (Lori Driscoll, Jonathan Franklin, and Janice Pilch) have represented U.S. libraries at three World Intellectual Property Organization meetings in February and March, including the Provisional Committee on the WIPO Development Agenda, the Standing Committee on Copyright and Related Rights and the Intergovernmental Committee on Traditional Knowledge. Summaries of their reports will be available on the OITP web site by the end of March.

### **GRASSROOTS & FEDERAL LEGISLATIVE ADVOCACY**

#### **Advocacy “Guru” Stephanie Vance**

On Thursday, March 6, advocacy “guru” Stephanie Vance hosted the Washington Office’s first Advocacy Webinar, which had 340 individuals registered (You can listen to a podcast about it!).

#### **National Library Legislative Day 2008**

This May, over 400 librarians, friends of libraries, trustees, and business supporters from 49 states participated in National Library Legislative Day (NLLD) 2008. Due to travel cutbacks, people who could not attend participated in a massive Virtual Library Legislative Day organized by state chapters, GODORT, and others. E-mails, calls and faxes were sent to Capitol Hill from across the country expressing support for library appropriations and other issues supported by ALA. Materials distributed at NLLD can be found at <http://www.ala.org/nlld>.

During the NLLD Congressional reception, the Friends of Libraries USA presented an award to Rep. Vernon Ehlers (R-MI) for his efforts in support of libraries. The first annual White House Conference on Library and Information Services Taskforce (WHCLIST) award, which helps to defray the cost for a lay library supporter who wants to attend NLLD, was presented to Frances Wielin of California who works tirelessly for the Palos Verdes Library District. The event could not take place without the effort of the NLLD Coordinators in each state. Planning has begun for next year's NLLD, which will take place on May 11 & 12, 2009.

### **JAMES MADISON AWARD**

U.S. Senator Russ Feingold of Wisconsin was awarded with the 2008 James Madison Award, acknowledging his work dedicated to the public’s right to know.

#### **New Staff Member: Corey Williams Green**

On April 7, Corey Williams Green joined OGR as an Associate Director. She will be specializing in copyright issues, but will also help on telecommunications legislation as well. She is formerly an academic librarian and most recently Assistant to the President of the University of Maryland, Baltimore County.

### **OFFICE FOR INFORMATION TECHNOLOGY POLICY (OITP)**

### **Improving Library E-rate Participation Project**

OITP continues work on the Bill & Melinda Gates Foundation-funded "Improving Library E-rate Participation" project. This three-year project aims to encourage more libraries to take advantage of the federal E-rate program.

### **E-rate Training**

On May 6-8, state E-rate coordinators from 43 states and territories – that is, staff who provide consulting and coordination services to libraries in a given state – participated in OITP's training workshop held in Chicago. This session focused on the successful disbursement of funds and helping applicants avoid potential pitfalls. Also, looking at the process for obtaining discounts on Internet and telecommunications services based on approved requests (the workshop held in the fall of 2007 focused on the process for preparing and submitting applications). This meeting also featured a panel presentation from several of the state E-rate coordinators, who presented what they have been doing in their states with the information they learned from the training sessions. Carrie Lowe, Director, Program on Networks, oversees OITP's E-rate activities and consultant Linda Schatz delivers OITP's E-rate training each fall and spring. This training is funded by a grant from the Bill & Melinda Gates Foundation.

### **FCC Update**

OITP regularly advocates for the positions of libraries before the Federal Communications Commission. In February, we filed comments on network neutrality in an inquiry on the recent actions of two service providers. We reiterated the library position and provided examples of libraries as both defenders of free access to information and providers of information on the Internet.

### **New Regional Library Cooperatives Task Force**

In December, OITP hosted a summit to explore the role of Regional Library Cooperatives (RLCs) in providing broadband access. This meeting resulted in fascinating findings that underscored the importance of these institutions. In an effort to support the work of RLCs, OITP and ASCLA/ICAN are establishing a joint task force on RLCs. This group will draw members from ASCLA and OITP, and will meet for the first time at Annual 2008.

### **L. Ray Patterson Award**

Peggy Hoon (North Carolina State University) has been named this year's recipient of the "L. Ray Patterson Copyright Award: In Support of Users' Rights." The Patterson award was established by the OITP Copyright Advisory Committee to recognize contributions of an individual or group that pursues and supports the Constitutional purpose of the U.S. Copyright Law, fair use and the public domain. The award will be presented to Peggy at a reception in her honor at Annual.

### **OITP Task Force on Digitization Policy**

This task force has moved to the second and final phase of its work by contacting various ALA units and committees and asking them to look at ALA policies that might need updating to reflect policies on digital content. The units have been asked to prepare drafts by Annual, which the Task Force can assist them with, and then move any recommended changes to the Policy Manual through established ALA governance channels by Midwinter 2009.

### **Google Policy Fellow**

OITP has selected Fiona de Young as its Google Policy Fellow. Fiona will be working in the Washington Office for the summer and is expected to work jointly on issues pertaining to OITP and OGR. Fiona is a master's student in the Information Studies program at the University of Texas at Austin, where she focuses on archives and records management.

### **University of Michigan Students Spend Spring Break At OITP**

Two students from the University of Michigan's School of Information joined the ALA's Office for Information Technology Policy for an "Alternative Spring Break." Alina Johnson and Timothy Vollmer, who share similar interests in policy work, took part in several meetings here in the Washington Office, but also on Capitol Hill; for example, they attended a meeting of the Congressional Internet Caucus Advisory Committee.

### **New Subcommittee On America's Libraries in the 21st Century**

OITP created a new Subcommittee on America's Libraries in the 21st Century to advise its new Program of the same name (also known as the "Future of Libraries"). The fundamental changes that underlie how much information is now accessed – the proliferation of digital information, networks, and the World Wide Web – create many opportunities and challenges for libraries and public access to information. The Program on America's Libraries in the 21st Century focuses on monitoring and evaluating trends in technology and society to assist the library community in shaping its future to the maximal benefit of the nation. Vivian Pisano, Chief of Information Technology at the San Francisco Public Library and a member of the OITP Advisory Committee, agreed to chair this Subcommittee.

### **New MacArthur Grant**

In December, OITP was awarded a two-year grant from the John D. and Catherine T. MacArthur Foundation to support its continued work on the implications of digital copyright for librarians and their patrons.

### **COSLA Meeting**

On May 11, OITP hosted a meeting in conjunction with National Library Legislative Day for members of COSLA. Gary Nichols, Chair of COSLA, and Linda Lord, Chair of ALA's E-rate Task Force, chaired the meeting. At this meeting, the E-rate program was explored as a potential source of funding for broadband deployment. Many of the myths surrounding the E-rate program were also debunked, including misunderstandings about when filtering applies. Thirty-seven state librarians attended the meeting, as well as representatives from the Bill & Melinda Gates Foundation.

### **New Denver Report Available**

OITP has released *Regional Library Cooperatives and the Future of Broadband*, a report detailing the best practices, successful strategies, and challenges of Regional Library Cooperatives (RLCs) as they help libraries obtain high-speed connectivity. The report summarizes discussions of an OITP meeting of RLCs held in December 2007, with the bulk of the content detailing the experiences of RLCs to enhance broadband services for their member libraries. RLCs shared important information, in particular emphasizing the inclusion of and partnership with members, meeting the challenges of greater demands for bandwidth, and developing models for other RLCs to adopt and learn from. The report is available at

[http://www.ala.org/ala/washoff/oitp/2008\\_OITP%20RLCs%20Repor.pdf](http://www.ala.org/ala/washoff/oitp/2008_OITP%20RLCs%20Repor.pdf).

### **Capacity Planning Workshop, Chicago, IL**

A May 21-23 OITP workshop brought together librarians, library cooperative managers, network managers, network consultants, and researchers to: 1) Assist public libraries to determine the relationship between network-based services and bandwidth needs; 2) Assist public libraries to manage their current bandwidth and plan for future bandwidth capacity; and 3) Explore planning models for achieving adequate bandwidth capacity in the public library community. This group will continue to work together to develop tools and a planning guide to help library leaders and technical staff navigate the broadband landscape.

### **OITP Workshop on Traditional Cultural Expression**

A workshop on traditional cultural expression will be held November 12-14 in Washington, DC, to explore concerns regarding access, preservation, and protection of traditional cultural expression. Digital technologies and networks have heightened concerns because traditional culture knowledge is more readily available, more easily copied, distributed and modified, and increasingly subject to commercial exploitation.

Objectives of the workshop include clarifying and recording the key issues for libraries that collect, provide access to, and preserve traditional cultural expression and framing positions to represent the U.S. library community and the public interest in World Intellectual Property Organization (WIPO) debates. OITP staff and the international copyright advocates are collaborating with Lorlene Roy on program planning. Wend Wendland, Deputy Director of the Global Issues Division and Head of the Traditional



Creativity and Cultural Expressions Section of WIPO, will be the opening keynote speaker.

**New Staff Member: Timothy Vollmer**

Timothy Vollmer began employment with OITP on May 19 as an Information Technology Policy Analyst. He just completed his master's degree from the School of Information at the University of Michigan.

To: PLA Board of Directors

From: Luis Herrera  
Leadership Development Task Force, Chair

Re: Leadership Development Taskforce Report

Date: June 20, 2008

PLA's Leadership Development Task Force is continuing its work on developing a leadership development strategy for the association. Below is an update on recent initiatives of the Taskforce.

### **Leadership Institute at 3M**

Working with the cooperation and financial support of 3M, the Leadership Taskforce conducted a successful one-day session at the 3M Leadership Institute in St. Paul, MN prior the opening of the PLA National Conference this past March. Through a competitive selection process, 97 participants attended the Institute. The attendees participated in lectures, discussions and interactive sessions which increased their awareness and engagement in leadership, change management and strategic goal setting for their organizations. The Institute was a resounding success and the response received from both initial applications and feedback from participants validates the need to explore the development of further leadership experiences such as training, seminars, coaching and mentoring for PLA members.

### **PLA Leadership Fellows Program**

As part of our initiative to foster stronger leadership development in public library management, PLA will kick off a pilot Leadership Fellows Program at ALA Conference in Anaheim. PLA will be offering four fellowships available to PLA members to attend executive leadership programs. A general announcement will be made during the all committee meetings at annual conference with application information to be available on the PLA website the week of June 30, 2008. Applicants will be able to apply on-line. The Leadership Taskforce will be working in conjunction with each institution on the selection of awardees, with final selection of awardees to be done by the Taskforce. PLA president Jan Sanders will also announce the scholarships during her President's Program and through ALA's COGNOTES during conference.

The institutions, programs and dates are:

*Positive Leadership - Creating Spectacular Organizational Successes*

University of Michigan, Ross School of Business

<http://execed.bus.umich.edu/Programs/Positive-Leadership-Building-Extraordinary-Personal-Leadership-Capabilities.aspx>

Program Location: Ann Arbor, Michigan

Program Date: November 10-14, 2008

Application Deadline: September 12, 2008

Award Notification: October 10, 2008

*Leading Organizational Change*

University of Pennsylvania, Wharton School

<http://executiveeducation.wharton.upenn.edu/open-enrollment/leadership-development-programs/leading-organizational-change-program.cfm>

Program Location: Philadelphia, PA

Program Date: December 1 - 4, 2008

Application Deadline: September 1, 2008

Award Notification: October 15, 2008

*Emerging Leadership Development Program*

Columbia Business School

<http://www0.gsb.columbia.edu/execed/inm/programs/leadership.cfm>

Program Location: New York City, New York

Program Date: April 19-24, 2009

Application Deadline: January 9, 2009

Award Notification: February 18, 2009

*Senior Executives in State and Local Government*

Harvard University, Kennedy School of Government

<http://ksgexecprogram.harvard.edu/program/sl/overview.aspx>

Program Location: Cambridge/Boston, MA

Program Dates: June 2009 or July 2009 (two start dates; please note: this program is three weeks long – note Harvard is currently confirming their 2009 program dates)

Application Deadline: February, 20, 2009

Award Notification: April 1, 2009

Each of these programs has slightly different focuses, objectives and approaches. It will be the applicant's decision to determine which program best suits their needs (in terms of date, objectives and length). The PLA Leadership Fellows program will cover the cost of the tuition which includes room and board. It will be the awardees responsibility to cover transportation costs. Awards will be made on the notification dates above. Awardees will also be required to provide a report on their experience at these programs and if appropriate also make a presentation to the PLA Board. We will evaluate feedback from participants which will inform other potential development of curricula and/or future scholarships dealing with the leadership topic.

I would like to extend my appreciation to members of the Task Force for their outstanding work; Joe Potaczek, PLA Deputy Director for his assistance and support in our work; and to the PLA board for their funding support for this exciting initiative.

**TO:** PLA Board of Directors

**RE:** PLA Emerging Leader Work Group

**ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT**

Information/Discussion

**ACTION REQUESTED BY:**

NA

**DRAFT OF MOTION:**

NA

**BACKGROUND:**

Last year, PLA identified communities of practice as a project for a group of ALA Emerging Leaders (EL) to work on. We asked the ELs to help PLA think through this issue of communities of practice and how PLA might implement such groups. Attached is the report from the PLA EL working group.

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Public Library Association Communities of Practice (CoPs) Incubator

American Library Association
Emerging Leaders - 2008

Group B

Andrew Chanse
Renée Di Pilato
Emily Inlow-Hood
S. Rebecca Lubin
Jay Turner

June 2008

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## **I. Preface – Communities of Practice and the Public Library Association**

In recent years the Public Library Association (PLA) has become more aware of reluctance by members of the organization to participate in leadership positions due to existing meeting requirements. Thus, because PLA desired greater participation in the organization and maintained other organizational structure concerns, the PLA Board began a series of formal discussions addressing what was identified by PLA as a “Mega Issue” – “How do we maximize our volunteer workforce and create a more nimble structure in order to respond effectively and efficiently to member needs?”

In a January 2008 memo to PLA Board of Directors, Executive Director Greta Southard, summarized the progression of these discussions,

At the January 2007 Board of Directors meeting, the Board authorized the PLA Executive Committee to continue the work identifying how PLA might work differently in order to maximize the volunteer workforce and create a more nimble organizational structure. The Executive Committee continued the work and developed recommendations that were presented to the PLA Board of Directors in the Volunteer Restructuring Report for review at the June 2007 (American Library Association) Annual Conference. (At that meeting, Paul D. Meyer, CAE, Principal Partner, Tecker Consultants joined the discussion to help facilitate and provide external context.) The Board accepted in principle the Volunteer Restructuring Report and authorized organizational restructuring.

It was during these discussions that the topic of communities of practice (CoPs) first arose. In addition to CoPs, recommendations also included changes to the PLA structure including, Board of Directors, Nominating Committee, Standing Committees, Advisory Groups and, Working Teams (Groups) or Task Force.

After the January and June 2007 meetings, the Executive Committee was directed to continue to assess the impact of the proposed changes on the existing Bylaws and determine next steps to implement organizational change to the volunteer workforce structure. As a result of the Executive Committee’s review, proposed changes were made to the PLA Bylaws.

(<http://www.pla.org/ala/pla/proposedbylaws.cfm>)

In addition to the proposed Bylaws changes which would establish a framework for CoPs, PLA also requested that one of the ALA Emerging Leaders project groups be assigned to further define CoPs and elaborate on how their implementation might better serve PLA’s response to the original Mega Issue.



“Communities of practice” is a relatively recently coined term to describe “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” (Wenger, “Communities of Practice: A Brief Introduction”, p. 1) In order to be a true CoP this group must interact within a shared domain. While a CoP could include something as simple as a group of children’s librarians who regularly meet to share new books with one another, the shared domain of CoP has more often referred to virtual or online communications.

As PLA sees them, CoPs provide an avenue to open up important issues for discussion among the larger PLA community. Although under the proposed Bylaw changes, CoPs would have no Board representation and would not be allowed to declare policy, they can serve as sounding boards for proposed policy changes and provide insight into crucial issues being addressed by the PLA Board, thus helping to better inform decision making.

According to a report from the June 25, 2007 Board of Directors discussion, the Board supported the Executive Committee’s recommendations regarding CoPs. These recommendations included the following characteristics of CoPs;

- PLA provides technology to support CoPs (My PLAspace)
- Communicate and network primarily virtually, but may meet face-to-face.
- Self-emerging.
- Provide ability to post documents, pictures, links, etc. online.
- Provide online ability to connect with other communities of practice.
- Self-sustaining.
- Dedicated staff available to support technology and systems.
- Leadership can be appointed or can come from the community. Leadership is not required, but encouraged.
- Do not have representation on the Board.
- Board may solicit ideas/projects of CoPs.
- PLA membership is required for participation although non-members may be able to view discussions.
- Specific communities will not have assigned staff support.
- Communities cannot speak on behalf of PLA.
- Integrated with electronic newsletter and PLA directory, etc.
- Can create recommendations for consideration of programs and services.
- Work Teams (Groups) doing a project of the association, may morph into a community of practice.
- Communities of Practice (CoPs) – not necessarily doing the work of the association. They provide a venue for subject interest discussion, and are a benefit of membership – networking avenues.

Currently, PLA does allow for committees to have “electronic members.” These electronic members are supposed to have the same standing as other members of the committee on which they serve, although there is an understanding that the electronic members are often not able to attend the face-to-face meetings held at national conferences.

Currently there are ten people listed as electronic committee members. In response to a brief questionnaire about their experiences as electronic committee members distributed by the Emerging Leaders Project Group, all respondents cited a desire to be involved but a lack of time and money to attend face-to-face meetings as the reason behind their becoming electronic committee members. However, most said they did not feel engaged with the work of their committee due to the current focus on face-to face meetings. Comments included, “I am not sure our committee even KNOWS it has electronic members.” Another respondent commented, “Communication with electronic members is better with some committees than others. Communication is key to making sure that electronic members feel like real participants.”

Communication is key to the formation and success of CoPs. Throughout this document we will present and discuss how the PLA can develop a framework in order to make Communities of practice successful and to better and more thoroughly involve PLA membership in the future development of the organization.

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II. A Community of Practice FAQ

What is a community of practice?

A community of practice (CoP) is a group of people who continuously come together to share their knowledge and enthusiasm for a specific subject. Their regular interactions produce an even greater understanding of the subject matter and serve to solve problems or even generate new ideas within a field. Moreover, a significant component of the learning process and consequent value of CoPs can be attributed the social interactions that they inspire. The knowledge base built by a CoP is cumulative and ever-changing. Once CoP members create a foundation of knowledge within their speciality, their time is typically spent tackling more complex concerns. Although CoPs are quite widespread in both profit and not-for-profit organizations, they must be supported if they are to flourish. According to Etienne Wenger, if begun and then maintained properly, a CoP will develop the following critical components: a body of common knowledge, practices and approaches; personal relationships and an established way of interacting; and a common sense of identity. (Etienne Wenger, Richard McDermott and William M. Snyder, *Cultivating Communities of Practice*, (Boston: Harvard Business School Press, 2002), 4-5.)

How does a Community of Practice differ from other kinds of groups?

A Community of Practice differs from other kinds of groups in the way they define themselves, how they can exist over time, and how they set their own boundaries:

- A community of practice is different from a *business or functional unit* in that it defines itself in the doing, as members develop among themselves their own understanding of what their practice is about. As a consequence, the boundaries of a community of practice are more flexible than those other organized units. The membership within a community of practice involves anybody that participates and contributes. The participation level can vary in both the how and the how much.
- A community of practice is different from a *team* in that sharing, learning, or interest in an area is what defines it, whereas a team is more defined by roles and a specific common goal. In other words, a CoP is more about the knowledge than the task.
- A community of practice is different from a *network* in the sense that it is "about" something; it is not just a set of relationships. For example, a network would be *we are all librarians*. Whereas a community of practice would say *we are librarians looking to know something*. It has an identity as a community with a common interest of knowledge and learning, for the sake of knowledge and learning.

What are the components of a Community of Practice?

Communities of practice are truly diverse in their sizes and formats. They can be large or small, local or dispersed throughout the world. Nevertheless, it is essential that all CoPs maintain three components: a domain; a community; and a practice.

- The **domain** involves the common ground that unites participants, for example, librarians working in rural public libraries. It is imperative that the domain is a topic that encourages participation amongst members yet is also relevant to the umbrella organization. Furthermore, the domain guides the type of knowledge that a CoP will steward.
- The **community** creates the learning environment within a CoP, for example a monthly meeting to discuss customer service issues within libraries. A CoP is not just a website, a database, or a collection of best practices it is defined by its members, their interactions, and relationships. This is one reason that ongoing dialogue and planned interactions are so crucial to CoP success. (Blouin, Anne. "Creating an Environment for Collaborative Learning." *Association Management* 57.5 (May 2005): 14(1))
- Finally, the **practice** is defined as the language, documents, information, etc. that community members share, for example, the "jargon" that librarians regularly use but is foreign to nonpractitioners. Although a CoP takes into account existing research and documentation, members should also be investigating the innovations occurring in their field.

What is the mission of PLA's Community of Practice initiative?

The Public Library Association strives to form a dynamic community of practitioners who stimulate, engage, and share their knowledge, experience, and expertise with other PLA members.

The PLA Community of Practice Initiative accomplishes its mission by providing a forum for members to:

- Discuss subjects of interest
- Exchange best practices and resources on clearly defined topics
- Network with others in the field
- Create recommendations of programs and services to the PLA Board
- Evolve project work teams into more agile communities
- Maintain involvement with dissolved committees
- Share topics of interest in the field with non-members

How do I benefit from a Community of Practice? How does forming/joining a community of practice maximize the value of PLA membership?

Communities of practice have benefits for both participants and organizations. Some of these benefits occur quickly while others take much longer to materialize. Individuals who belong to a CoP get a chance to network with peers, share ideas, learn from colleagues, and contribute to an organization. As a result, many participants feel a boost in their morale, there is a sense that they are connected and actually assist in problem solving within their field. In turn, organizations find that their CoP participants are more energized and provide valuable contributions to organizational issues. In addition to professional development opportunities

and their social component, CoPs can produce real outcomes such as better documentation, improved skills for practitioners, and faster problem solving capabilities.

Benefits of becoming a member of an online PLA CoP (vs. logging in as a guest) will depend on levels of access PLA decides to grant to guests. However, online membership benefits could include:

- **Ability to post and participate in online discussions.** Online discussions will enable members to build relationships, share resources, and work on online projects.
- **Access community restricted knowledge.** This is an incentive for non-PLA members to join.
- **Subscribe to updates.** This makes it easier for members to keep track of updates by having emails sent to their email inbox. Depends on Drupal functionality.
- **Access to member contact information.** Having this as a member-only privilege not only protects member privacy, but is added incentive to join PLA. Member profiles allow CoP members to easily find other members with similar or shared interests.
- **Access to collaborative workspace and Ability to share articles, resources, and other content.** This is a vital component of an online community of practice. Members should be able to easily work together on projects, presentations, and other activities using web tools.
- **Ongoing identity building as an organization or profession.** Ongoing communication helps to sustain interest in topical information and helps to build towards a more cohesive and knowledgeable community.
- **Other features dependent on Drupal's capabilities**

Guest benefits could include:

- View limited content and discussions (enough to tease guests into becoming members)
- Information and results from the shared knowledge of the community

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### III. Guidelines for Starting a PLA Community of Practice

All PLA members have the ability to contact PLA and apply to start a community of practice. Below are the steps that a member should follow in this process. Please review the [Online Community Builder's Purpose Checklist](http://www.fullcirc.com/community/purposecheck.htm) before applying. (<http://www.fullcirc.com/community/purposecheck.htm>)

1. Submit an online PLA Community of Practice Application. Applications will be reviewed by PLA Sponsors.
2. You will be notified via email if your community is approved. Inside your approval confirmation, you will find your Administrator's Account information for PLAspace.

*Note:* The applicant who originally applied for the community is the default Administrator. For security purposes, each community will have only one Administrator. You can transfer your administrative privileges to another member if you choose.

3. Begin populating the public portion of your community site by posting your proposed statement of purpose, mission statement, etc to attract prospective members. Remember that as your community grows, this statement of purpose may change somewhat. That's OK.
4. All active PLA members will receive an email notification whenever a new community is registered on PLAspace. You can also actively recruit colleagues to join your community.
5. Members who are new to your community should complete their Member Profiles.
6. Once your community has adequate membership, or within 60 days of the community's formation (which ever comes soonest), you should schedule your first "formation meeting." This meeting should clearly establish your official domain, timeframe, and additional rules of engagement for your community. Remember that only you can decide what constitutes adequate membership, since the purpose of your community dictates its ideal size.
7. Submit to the PLA Sponsors your official domain and timeframe after your formation meeting.
8. After PLA reviews your domain charter, you will be assigned a PLA Sponsor. This establishes a doorway of communication between the community and PLA.



9. As your community grows, consider the various member roles necessary to sustain a thriving community, especially a Community Leader(s), a Reporter, an Event Coordinator, and active members. See *Roles In a Community of Practice* for more information.
10. Schedule regular meeting times – whether they are online, by phone, or face to face – to establish and maintain rhythm in your community.
11. Time bound communities expire upon the completion of their charge. The community space will be deleted six months after the completion date. Perpetual communities will be deleted after six months of inactivity.

## IV. Guidelines for Maintenance of a Community of Practice

The way you interact and participate in PLA CoPs will shape the communities of practice. In order for this structure to work for you, we ask participants to understand and observe the following guidelines. These guidelines were developed to foster frank dialogue, mutual respect and a sense of community among all in the organization.

- **Engage in a professional, congenial community.** Please realize that \*thousands\* of people may eventually see your messages as archived for future decades. They may include individuals you know, customers, or someone you may employ or seek employment from in the future. Information blindly or impulsively posted may come back to haunt you.
- **Foster useful, dynamic discussions and ask questions.** We encourage frank and thoughtful dialogue. Realize that your posts will be read over time. When posting, please keep your comments consistent with the subject and purpose of the conversation thread. Deliberate disruption -- such as consistent off-topic commentary -- will not be tolerated. We reserve the right to remove posts and whole conversations that are of an abusive or disruptive nature. Give your message posts a meaningful and accurate subject line descriptor. This will enable members to easily follow and find topics that interest them.
- **Own your own words.** You are responsible and liable for words you post on the CoP site.
- **Fashion a community that works for you.** Help others find you by keeping your personal profiles updated. However, respect the privacy of others, as well as your own. Be active in developing norms for your community. "Lurking" is okay. Sometimes you will want to read what the community is doing before you jump in.
- **Build a community spirit that you can take pride in.** Welcome new members as you would want to be welcomed. Make sure conversations are inclusive. Suggest content/discussions that would be helpful to other members of the CoP or other practitioners (way of recruiting new people to PLA).
- **Respect the role of CoP moderators.** But help the moderator ensure that all are following the spirit of these guidelines. It takes a village to maintain a Community of Practice. Members should report inaccurate, out-of-date, or off-topic content to content owner or Moderator
- **Play nice with others.** Disturbance of the general peace and public slander (insults or attacks) are inappropriate as well as using profanity or expressions of obscenity, sexism, racism, and other types of prejudice. . We encourage spirited discussion and

debate but remember that disagreeing with an idea is different from attacking an individual.

- **PLA respects freedom of expression.** PLA will not censor or edit messages and content contributed to the site, unless it violates the community guidelines or terms of use.
- **Use the CoP for it's intended purpose** as written in the mission statement of PLAspace and individual CoP and not to promote personal agendas.
- **Activities that are grounds for revoking membership** will be clearly stated on PLAspace and the individual CoP.
- **Additional requirements** as required/recommended by Drupal.
- **Observe basic netiquette.**
  - Do not type in all caps. It reads like screaming. Use *\*asterisks\** or *\_underlines\_* to emphasize a word.
  - Respect the privacy of others, as well as your own.
  - Be yourself (i.e. don't pretend to be someone else online).
  - Avoid unsolicited or repetitive attempts to communicate, especially should the receiver not respond, or request that you cease. In person, you might say excuse me, or some appropriate introduction before interrupting, or before speaking to a stranger. Consider doing the same for on-line, e-mail, and conversations. Remember there are human beings with feelings who read your messages.
  - Please be *\*very\** cautious about using sarcasm and humor. Without nonverbal cues and voice tone, "subtle" humor can easily be interpreted as searing sarcasm.
  - In the online environment without facial and verbal cues to convey emotions, words can be misread. Use your words, or emoticons, to convey emotion.
  - You must have copyright rights to content you contribute to the site.

## Terms of Use

Here information should be included about membership accounts, copyright, non-commercial and personal use only, links to third party websites, unlawful or prohibited uses, use of the Services, account termination and modification, etc. This should be written by PLA legal council with input from coordinators of the CoP.

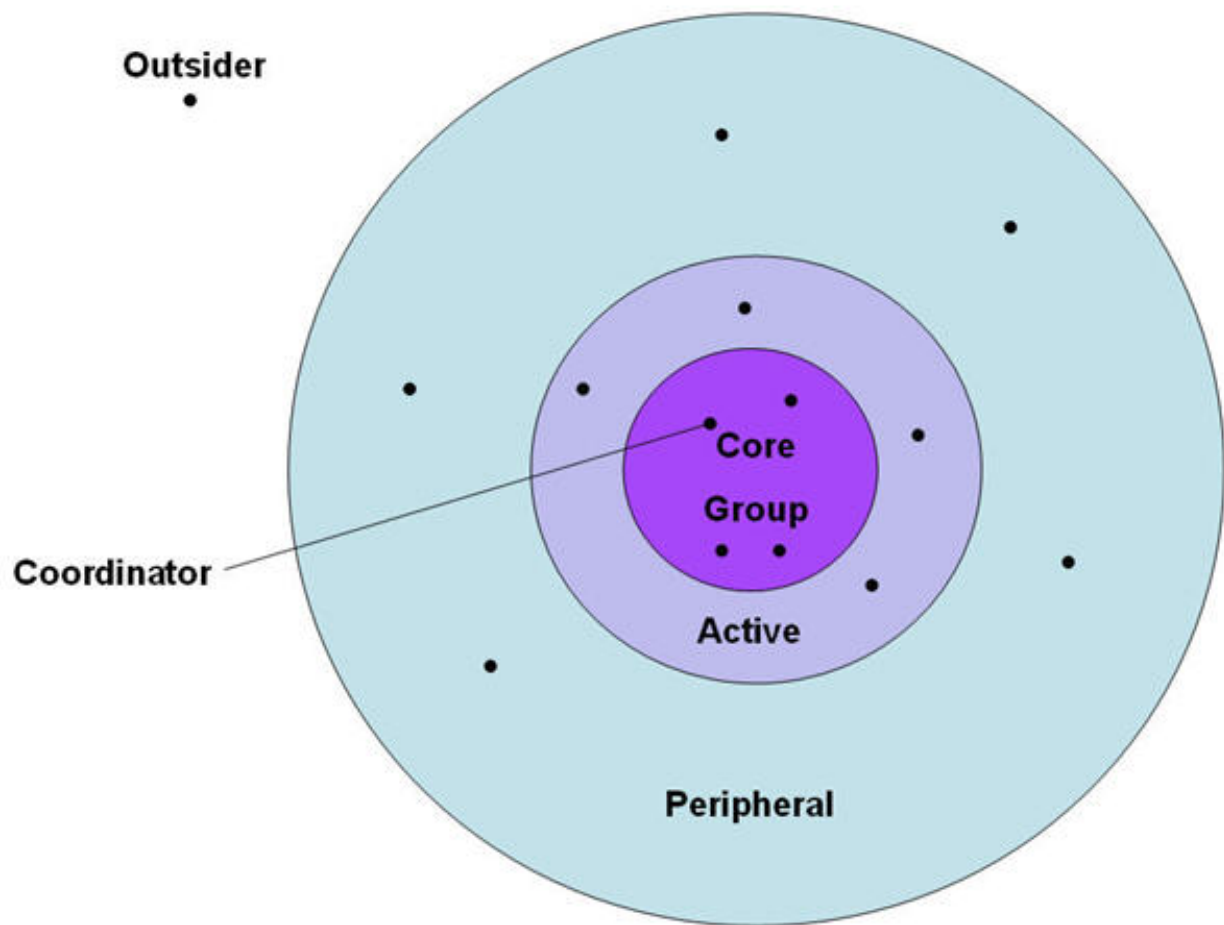
- Spamming is the Internet term that refers to the sending of unsolicited email generally an advertisement but may also be a form of "Soap Box". No member may use the list of CoP members to send unsolicited email (spam). The list is private and each member has the expectation that their membership will not expose them to unwanted email. Members found to be spamming shall immediately be removed from the CoP.

## Community Building and Sustainability Strategies

Online communities require nurturing and maintenance just as face-to-face communities do. Below are some suggestions for making sure members of your CoP remain active and engaged. A healthy CoP also is welcoming to new members and values the contributions of all its members.

- **Design for evolution.** CoPs are meant to change over time so it is essential that their structure allow for flexibility. Leadership, participation and even topics will shift as the community develops.
- **Open a dialogue between inside and outside perspectives.** A skillful and reputable coordinator who is knowledgeable about the inside workings of the CoP, PLA, or the topic is crucial for helping lead the community. It is necessary also to have members who have this "insider" knowledge to act as leader followers helping guide the development of the community. However, outside perspectives can prevent the community from becoming a stale "echo chamber" and will bring new ideas, new members, and a fresh perspective. There should be spaces and behavior that support both.
- **Invite different levels of participation.** Because people have different reasons to participate in a community, they should be allowed to participate at different levels. There should be visible management sponsorship, but without micro-management. (See *Degrees of Community Participation*).
- **Develop both public and private spaces.** Connections will happen in public spaces and events, but private spaces for networking, relationship building, and problem - solving are necessary as well.
- **Focus on value.** Create a mission that energizes a core group to remain active, engaged, and have a sense of belonging. Content and discussions should address the details of members' practice. There should be strategic relevance of the mission of the CoP. Ensure that adequate resources are devoted to the CoP. Vibrant, respectful, professional relationships among members and a body of knowledge, methods, stories, cases, tools, documents that continues to grow and remain relevant to members' practice will keep members engaged.
- **Combine familiarity with excitement.** This is especially important as members migrate from one platform to the next. Create familiar spaces, but cycle new ideas and new people in enough to keep things interesting. Involve experts.
- **Create the right rhythm and mix of activities.** Plan formal events, activities, and structures to help celebrate milestones or to build a sense of purpose or comradeship as well as to enable knowledge sharing, but also allow informal and/or spontaneous events and activities. There is a dance of formal and informal structures.

*Degrees of Community Participation (Wenger, 57, Figure 3-1)*



Coordinator = organizes events and connects community members

Core group = small core group of people that actively engage in discussions, take on projects, identify strategy and topics for community to address, move community along learning agenda, and as community matures, takes on much of CoP leadership as auxiliaries to coordinator (10-15% of CoP)

Active = attend meetings regularly, occasionally contribute discussions in public forum (15-20% of CoP)

Peripheral = largest group, rarely participate. Instead keep to the sidelines and watch interactions. People on sidelines often learn from activity, gain their own insights and put them to good use. They may have private conversations about issues discussed in public forums.

Outsider = those who are not members of the CoP but who may have an interest in it. Includes

"intellectual neighbors".

People will move through these levels, along a "continuum of engagement" in both directions. A successful CoP will not force engagement at any level, but instead will "build benches" (Wenger, 57) on the sidelines and enable easy transition from one level of engagement to another. They make opportunities for various levels of interaction that are private, semi-private, and public which keeps all members connected.

## **Online Content Building Strategies**

### ***Content Management***

PLA's CoPs content principles and information architecture should be designed to encourage and allow maximum participation by all members, including contributing resources. This must be balanced with the need to ensure relevant, authoritative, and fresh sources of information. Without good content management processes in place, the community quickly becomes a dumping ground and eventual graveyard of content, useful to no one. See content management roles in Roles within a CoP document. Include here more detailed information architecture recommendations that facilitate good content management behavior.

### ***Content Acquisition***

The site should contain a statement concerning copyrighted material. Ideally, there will be a box you can select when you contribute content that states you have the right to distribute and you have read the community guidelines which will automate the permissions process

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V. Roles In a Community of Practice

The success of a community of practice not only depends on active participation by its members, but also on the willingness of community members to fill various roles with specific functions. Outlined below are the roles that each community should include. Each role is filled by a member of the community, except for the PLA Sponsor, who is an appointed PLA staff member. It is also possible for a community member to act in more than one role when necessary, depending on the size of the community.

Administrator:

A PLA member who has requested and been approved to open a community of practice serves as the de facto CoP Administrator. Each CoP can only have one administrator; however, the initial administrator can transfer his/her privileges to another member within the CoP. The Administrator is responsible for the general upkeep of the CoP. This person assumes the administrative duties of the CoP, including moving, deleting, and editing posts and content, as well as banning users. The Administrator is also expected to serve as a Community Leader in the community of practice.

Community Leader:

This person is charged with holding together the community of practice. The CoP Administrator doubles as a Community Leader in the early stages of the community's formation. Although more CoP leaders may organically emerge as the community begins sharing knowledge and engaging each other, each CoP should strive to appoint other Community Leaders at the outset if the size of the CoP permits.

The Community Leader ensures a sustainable community by fostering continued rhythm, support, contribution, and communication within the CoP. A Community Leader also acts as a point person when communicating with the PLA Sponsor in the event the CoP wishes to present a formal project proposal to PLA.

PLA Sponsor:

The Sponsor is the link between a CoP and PLA. The Sponsor, an appointed PLA staff member, will likely be assigned to several CoP. The Sponsor maintains relationships with the various communities through their Community Leaders and also provides input to a CoP when it wishes to present a formal project proposal to PLA. A PLA Sponsor has administrative privileges to all the CoP he/she oversees, but does not serve as an Administrator in any of those communities.

Member:

Members are the body of the CoP who share their knowledge and experience through discussions. Members are encouraged to engage other members within the community.

Reporters

Active members of the community who regularly follow discussions and developments in the CoP should serve as Permanent Reporters. Permanent Reporters, whether individually or as a

group, share the task of identifying, capturing, and editing relevant knowledge, best practices, and new approaches and lessons learned into documents.

If a CoP meets in person, at least one member of the community who attends should serve as an Ad-Hoc Reporter. An Ad-Hoc Reporter records notes and salient discussion points and reports them back to the CoP as minutes. This is vital so that all community members can follow discussions that take place outside of the online environment.

Events Coordinator

Coordinate, organize, and plan community events or activities.

VI. Migration from Existing Structure to Future Structure (PLA Technology Committee as Case Study)

Is a Community of Practice Right for My Committee?

Your PLA committee is disbanding and you're considering carrying on as a community of practice. Answer these questions to help you determine if a community of practice is a viable alternative.

1. Does your committee already have one or two members in place who are passionate about the committee's charge and are willing to serve as the conversation facilitators of the CoP?

Rationale: Stuckey and Smith (2004) argue that there are identifiable features to a successful CoP, and most importantly the ability to sustain the community, the chief of which is the need for 'leadership' which, in the case of a CoP, may be a moderator, facilitator or list owner.

2. Does your committee already have a high level of trust?

Rationale: Your PLA CoP will primarily interact in a virtual workspace with limited face-to-face interaction (although live meetings are encouraged!) Face-to-face interaction and socializing builds trust and consolidates group membership. If your committee does not have a high level of trust, you may find your members working autonomously and not fully engaging the community.

3. Is your committee as a whole tech savvy? Do committee members have access to adequate technology?

Rationale: Don't overlook the basics. Not only will your community members need access to the Internet, but they should also feel competent with common Web 2.0 technologies, such as blogs and wikis.

4. Is your committee committed to communicating actively and regularly?

Rationale: Communication is fundamental in the development of trust and community. Regular communication allows your community of practice to grow and fulfill its objectives.

5. Does your committee have a well-established culture and members have a sense of belonging?

Rationale: If your committee already has developed routines, expectations, language, etc, then communicating online will be easier.

6. Is your committee geographically dispersed?

Rationale: A committee in which some members are geographically close (ie, same library system) can undermine the development of the virtual aspect of the community of practice, since some members might choose to spend more time interacting amongst themselves instead of with the rest of the community.

**This questionnaire is adapted from Patricia Gannon-Leary and Elsa Fountainha'(2007), ["Communities of Practice and Virtual Learning Communities: Benefits, Barriers, and Success"](#).*

Migration: A Plan

Note: Taken from Etienne Wenger, Richard McDermott and William M. Snyder, *Cultivating Communities of Practice*, (Boston: Harvard Business School Press, 2002), Chapter Four: The Early Stages of Development.

Assessment and Foundation Building

1. Determine intent (primary roles include: helping; best-practice; knowledge-stewarding; innovation)
2. Determine the domain and make it interesting (find issues that are important, will inspire, encourage membership)
3. Encourage support by describing the community's potential for impact
4. Identify potential coordinators and leaders
5. Question potential members regarding their wants/needs
6. Make connections
7. Create a preliminary design

"When a community is able to combine a good understanding of what already exists with a vision of where it can go, it is ready to move to the [next] coalescing stage." Wenger, et.al. p.82

Building Momentum and Demonstrating Value

1. Make membership valuable to the individual
2. Launch the community--kickoff events can be dramatic or low-key, depending upon the community
3. Create regular events and comfortable spaces
4. Acknowledge the value of the community's coordinators
5. Develop the core group of members
6. Share--ideas, concerns, methods
7. Only document what is necessary and organize the documentation process early
8. Create value
9. Build buy-in from management or key administrators

Integrate

1. Honor the roots of the members personal commitment and passion
2. Integrate the community into the organization as a whole
3. Align key structural and cultural elements

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Appendix I - PLA Electronic Committee Members Questionnaire and Responses

Hello,

My name is Rebecca Lubin. I am a Branch Librarian at the Albany Public Library in Albany, New York. I am also a member of the ALA Emerging Leaders Program, 2008. Myself and four other Emerging Leaders, listed below, have been assigned to assist the Public Library Association in developing Communities of Practice as part of the proposed re-organization of the committee structure of PLA. (To learn more about this see the proposed by-laws changes at <http://www.pla.org/ala/pla/bylawsannouncement.cfm>)

I am contacting you because you currently serve as an electronic committee member with PLA. Since the Communities of Practice model relies heavily on electronic communications our Emerging Leaders group wanted to ask you a few questions about your experience as electronic committee members.

Please take a few minutes to help us by answering the questions attached. Your input will help us with our recommendations to PLA regarding Communities of Practice.

If you have any questions, please feel free to contact me by email, or at the address and phone number below. Please note that the information you share with us is for our research purposes only. Your answers and comments will remain confidential.

Thank you in advance for your assistance.

On behalf of Emerging Leaders, Group B,

Rebecca Lubin

Emerging Leaders Group B
Andrew Chanse
Renee DiPilato
Emily Inlow-Hood
Rebecca Lubin
Jay Turner

PLA Electronic Committee Members Questionnaire – Response #1

1. How long have you served as an electronic committee member?
2 years

2. Why did you choose to become an electronic committee member?

I really want to participate and contribute to PLA, but am unable to attend conferences.

Reflecting on your experience as an electronic committee member, please answer the following questions;

3. Do you feel that as an electronic committee member you were fully engaged in the work being performed by your committee?
For the most part, yes

4. What do you like about being an electronic committee member?
The opportunity to participate without having to travel is perfect. I can be a contributing member to PLA even though I am unable to make the meetings.

5. What aspects of being an electronic committee member could be improved?
Communication with electronic members is better with some committees than others (I am on 2). Communication is key to making sure that electronic members feel like real participants.

6. Would you encourage others to become electronic committee members? Why or why not?
Absolutely. I already have.

7. Have you even had the opportunity to meet in person with your other committee members? If yes, how did this effect your participation as an electronic committee member?
No!

Thank you very much for your assistance in helping our Emerging Leaders Group.

PLA Electronic Committee Members Questionnaire – Response #2

1. How long have you served as an electronic committee member?
I believe I served one year or maybe two as an electronic committee member.
2. Why did you choose to become an electronic committee member?
I was on another committee that would be meeting extensively during the conferences and knew that I may not be able to come to the committee meetings.

Reflecting on your experience as an electronic committee member, please answer the following questions;

3. Do you feel that as an electronic committee member you were fully engaged in the work being performed by your committee?
Not really. The chair did not send anything out in advance or ask for input before the committee actually met. I was able to attend one face to face meeting. Otherwise, I would not have done anything on this committee.
4. What do you like about being an electronic committee member?
I think if the chair is on the ball about including members of the committee then it can be a good way to do business.

I chaired another PLA committee that did all of its work electronically and it was a pretty efficient way of doing business. It was not listed as an electronic committee but 3 of the 5 committee members were not able to attend Midwinter, so it was possible to do everything by email. We tried to set up a conference call or an online chat discussion, but it was impossible because of the time differences and the work schedules.

5. What aspects of being an electronic committee member could be improved?
I think the staff liaison to the committee needs to be aware of what the committee is doing and that all members of the committee are included in the suggestions and decision making.
6. Would you encourage others to become electronic committee members? Why or why not?
I would encourage them to become electronic committee members if there is no other way to participate. However, I didn't feel like I got to know the committee members and the networking aspect of association committee work was totally lost.
7. Have you even had the opportunity to meet in person with your other committee members? If yes, how did this effect your participation as an electronic committee member?
On the one committee that listed me officially as an electronic committee member, I was able to attend the committee meeting at ALA but not at Midwinter. I was not contacted about the meeting and did not learn anything about the results of the meeting. I think this has as much to do with the staff liaison as it did the committee.

PLA Electronic Committee Members Questionnaire – Response #3

8. How long have you served as an electronic committee member?

May 2006 (as an electronic member – meaning I am not obligated to attend meetings in person.)

9. Why did you choose to become an electronic committee member?

Wanted to get involved in professional development at a national level and I have an interest in electronic services/communication.

Reflecting on your experience as an electronic committee member, please answer the following questions;

10. Do you feel that as an electronic committee member you were fully engaged in the work being performed by your committee?

I wanted to engage in the work, but not that many projects found their way to my desk.

11. What do you like about being an electronic committee member?

I like the idea that I am helping PLA as an organization, but again, I can't say I accomplished that much.

12. What aspects of being an electronic committee member could be improved?

I'm not sure what the goals and expectations of this committee are – so we could start by defining those. It was also unclear to me if this committee was responsible for the content in the electronic communication, or was more of an advisory board regarding electronic communication. And while I really didn't suspect we would be asked to create content, sometimes it is helpful to understand who is creating content so that we can pick a communication tool that suits them (as the creator) and the end user as well.

13. Would you encourage others to become electronic committee members? Why or why not?

I would encourage others; I'd like to find enthusiastic individuals who have a passion for this topic.

14. Have you even had the opportunity to meet in person with your other committee members? If yes, how did this effect your participation as an electronic committee member?

No, I think I am at a disadvantage because when I signed on as a committee member I was not attending the national conferences. Perhaps if I attended ALA and had a chance to meet my colleagues I would feel connected to them. I value the face-to-face interaction as well as communication via e-mail, wikis, blogs, etc.

Thank you very much for your assistance in helping our Emerging Leaders Group.

PLA Electronic Committee Members Questionnaire – Response #4

15. How long have you served as an electronic committee member?
1 year

16. Why did you choose to become an electronic committee member? Easier on the budget, not sure I could attend PLA conferences regularly.

Reflecting on your experience as an electronic committee member, please answer the following questions;

17. Do you feel that as an electronic committee member you were fully engaged in the work being performed by your committee? No.

18. What do you like about being an electronic committee member? At this point, I am not sure our committee KNOWS it has electronic members.

19. What aspects of being an electronic committee member could be improved? There has been no communication, really-I expected something around PLA conference time, but nothing.

20. Would you encourage others to become electronic committee members? Why or why not? If the committee that they serve on is active and engaged with their electronic members, I think it would be very successful.

21. Have you even had the opportunity to meet in person with your other committee members? If yes, how did this effect your participation as an electronic committee member? Yes. I got to meet them, but many members were leaving the committee and the new group is not very active, apparently.

Thank you very much for your assistance in helping our Emerging Leaders Group.

Appendix II - Online Community Builder's Purpose Checklist

[[Home](#) | [Online Community Toolkit](#) | [Online Community Resources](#)]

<http://www.fullcirc.com>

Online Community Builder's Purpose Checklist

by Nancy White

Updated 5/07

Purpose/Outcome

What is the desired outcome for the group? What is the INTENT?

Purpose/Outcome

- What is the purpose and desired outcome for the group? What is the INTENT? Does it have a mission or a vision that you can communicate to potential members?
- Are the benefits measurable and visible to members and potential members? Are the benefits focused on the individual member? The group?
- Is the outcome determined by the organizer? Group members? Both?
- If the group is part of a larger organization, is it consistent with organizational goals and culture?
- Is the group's purpose something that can only be done/accomplished online? Will it replace something offline? Or is it some combination?

Target Audience What kinds of participants (target audience) do you want to draw in or need to participate?

- How would you describe them?
- How motivated are your participants to participate? What is "in it for them?"
- Do they have adequate computer equipment and Internet access to have a satisfactory experience on your system? Do you tell them the minimum requirements up front?
- Do you want your community to be public or private? If private, what determines eligibility?
- What is the ideal size for your group? Is there a limit to how many members can participate? Do you have a sense of how your community can expand if there is greater interest?
- Where might you find potential participants?
- How might you communicate with your participants to market your online interaction space? (Remember: If you build it, they may not come!)
- Are you building from an existing pool of participants? Or drawing in new people?

Type of Member Interactions What kinds of discussions/interactions do you want to foster?

- Is it information sharing? Knowledge sharing?
- Is it social networking? Relationship or focused on helping people find each other?

- Is it meeting oriented?
- Is it learning oriented?
- Is it task oriented? (Project/team/class etc.)
- Is it question & answer?
- Is it discussion focused?
- Are the discussions focused or wide-ranging?
- Are the discussions started by you or by the members?
- Are the discussion intellectual? Social? Sensitive? Controversial? Are they focused around information such as documents or other static content?
- Will the activities generate content/knowledge that needs to be captured?
- Do they need to be synchronous (same time) and/or asynchronous (different time) interactions? or a mix?
- Do they have a strong visual component (pictures, diagrams)?

Time Frame How long will the online interaction last?

- Are there specific timelines or a project to be accomplished?
- Is it an ongoing online interaction space - open ended?
- Is it time delimited?

Guidelines, Rules and Governance

- Is there the need for rules, agreements or governance for the online interaction?
- Will there be strong and defined rules, or more general and/or casual guidelines?
- How will you communicate this to the members?
- Will there be problem resolution processes? How will you share that process?
- If this is a work team, what processes and agreements will you need?
- Do members have to agree to a "Terms of Service" or other form of agreement before becoming members?

Who makes decisions in the community about the online interaction space?

- The online interaction platform owner?
- The members?
- An organization?
- Both?
- How?

Who will facilitate in your online interaction space?

- If not you, how will the facilitators be trained?
- What will be their responsibilities?
- How will they be supported and/or compensated?
- What kind of reporting will you have them do to monitor as needed?

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TO: PLA Board of Directors

RE: **ALA Core Competences of Librarianship**

ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT

Discussion

ACTION REQUESTED BY:

Norman Mass, ALA Division Councilor

DRAFT OF MOTION:

NA

BACKGROUND:

ALA Core Competences of Librarianship will be presented to Council on Sunday for discussion and are provided to the PLA Board as background regarding Council issues.

TO: All Concerned ALA Members and Groups

TOPIC: *ALA Core Competences of Librarianship*

ACTION REQUESTED: The Library Education Task Force is requesting your comments on the attached statement of *ALA Core Competences of Librarianship*, not later than July 31, 2008.

Groups or individuals interested in commenting in person are invited to meet with the Task Force between 10:30am and 12:30pm, Saturday, June 28, Anaheim Hilton, Executive Board Room.

The draft ALA Core Competences of Librarianship will be presented to the ALA Council for discussion during the ALA Council / Executive Board / Membership Information Session on Sunday, June 29, 9:00-10:00am, Anaheim Convention Center, BR B-C.

Written comments may be emailed to the Task Force c/o Mary Ghikas (mghikas@ala.org), with Core Competences in the subject line, by July 31, 2008.

REQUESTED BY: Library Education Task Force
Carla D. Hayden, Chair

DATE: 6 June 2008

The attached statement – *ALA Core Competences of Librarianship* – builds on the work done by the 1st Congress on Professional Education (1999) and a succession of ALA groups. The current Task Force on Library Education has built on the invaluable, and years-long, work of the Congress's Task Force on Core Competencies, and the subsequent advice of the ALA Committee on Accreditation and ALA Committee on Education. Starting from the recommendations of the 1st Congress on Professional Education, the draft ALA Core Competences of Librarianship define the core competences of the newly-graduated generalist librarian.

The Task Force believes that, when approved, the Core Competences, along with the Core Values already approved by the ALA Council (see ALA Policy 40.1), will form a solid foundation for ALA's role in accreditation and leadership for the profession. The Core Competences are grouped in eight areas:

1. *Foundations of the Profession*
2. *Information Resources*
3. *Organization of Recorded Knowledge and Information*
4. *Technological Knowledge and Skills*
5. *Reference and User Services*
6. *Research*
7. *Continuing Education and Lifelong Learning*
8. *Administration and Management*

The Task Force believes these Core Competences cover the outcomes of graduate education for a beginning, generalist librarian, and provide a solid foundation for any specialization, within and without libraries, that a graduating librarian may choose to pursue. The Task Force also believes that approval of a statement of ALA Core Competences of Librarianship would take us, collectively, nearer to resolution of the many issues and challenges that surround library education and help us to look with confidence to a future in which the work of today's librarians will be carried on by new and future generations who are equipped to deal with challenges yet to come while preserving the enduring mission and values of the past and present.

BACKGROUND:

In March, 2007, the ALA Executive Board approved establishment of an (ad hoc) Task Force on Library Education, chaired by Dr. Carla D. Hayden, charged to bring the diverse stakeholders in library education together to create “actionable recommendations to ensure that library and information science education programs produce librarians who understand the core values of our profession and possess the core competencies of the profession needed to work in today’s libraries.” The Task Force will make its final report to the ALA Executive Board at the 2009 Midwinter Meeting in Denver.

The Task Force focused initially on identifying the “central body of knowledge required for educating librarians for ALA-accredited programs.” In doing so, they built on the previous work of the First Congress on Professional Education and the resulting Core Competencies Task Force, appointed in Fall 1999. At the 2002 Annual Conference, the ALA Executive Board referred the draft statement of core competencies, developed by the 1999 Task Force, to the ALA Committee on Accreditation and ALA Committee on Education, with the request that they both edit and “facilitate the discussion” of the draft. An external editor was used and both COE and COA reviewed successive versions of the revised statement of core competencies during 2005-2006. In 2007, the document was conveyed to the Library Education Task Force as part of the accumulated record and as a starting point for consideration of the “central body of knowledge” of the field.

A succession of groups, beginning with the 1999 Core Competencies Task Force, have responded to two key recommendations of the 1st Congress on Professional Education:

1.2 Identify the core competencies for the profession. A clear statement of competencies should be available to educators, practitioners and the public; while there has been concern expressed about lack of attention to particular core competencies, there is a statement of core competencies and of their importance for accreditation in the current [1992] Standards for Accreditation; these need to be reaffirmed and profiled, or reconsidered and revised; the resulting statement should be available separately as well; it may be necessary to specify the disciplinary base (e.g. organization of information and knowledge) and its application (e.g. classification, cataloguing).

1.3 Describe the competencies of the generalist of the future. It sometimes appears that each specialist association/division/group has defined the essential professional and personal competencies required to be employed, and effective, in their environment; while these statements are useful both for educators for planning education programs and professionals for planning continuing education, there needs to be a foundation set for the generalist librarian.

The current Task Force reviewed the work done since 1999, as well as the work of various specialist divisions (e.g. ALSC) and affiliate organizations (e.g. MLA). In building on successive drafts, they sought clarity, simplicity, consistency – and clear focus on the core competencies which underlie those of specialist groups. Based on their review of (a) previous work and (b) the competencies of specialist groups, the Library Education Task Force proposes the attached statement of *ALA’s Core Competencies of Librarianship* for consideration, with the intent of seeking approval by the ALA Council at the 2009 Midwinter Meeting in Denver.

Members of the Presidential Task Force on Library Education are: Carla D. Hayden (chair), Karen Adams (COA representative), Leslie Burger, John N. Berry III, John M. Budd, Yvonne J. Chandler, Michele V. Cloonan, Trevor A. Dawes, Joan Ruth Giesecke, Michael Gorman, Romina Gutierrez, Michael C. Habib, Tracie D. Hall, Edward C. Harris, Luis Herrera, Terry Ann Jankowski, Robert S. Martin, Sharon McQueen, Brenda Pruitt-Annisette, Rebecca Vargha, Holly Willett, Jennifer A. Younger and Mary W. Ghikas (staff liaison).

Attachment: *ALA's Core Competences of Librarianship*

ALA's Core Competences of Librarianship

*Approved by ALA's Presidential Task Force
on Library Education*

May 2008

These core competences define the knowledge base to be possessed by a person graduating from an ALA-accredited master's program in library and information studies and, thus, the knowledge required of a beginning generalist librarian. Specialist librarians will need to possess knowledge beyond that specified here.

CONTENTS

- 1. Foundations of the Profession***
- 2. Information Resources***
- 3. Organization of Recorded Knowledge and Information***
- 4. Technological Knowledge and Skills***
- 5. Reference and User Services***
- 6. Research***
- 7. Continuing Education and Lifelong Learning***
- 8. Administration and Management***

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles, intellectual freedom, and diversity of thought.

1C. The history of libraries and librarianship.

1D. The history of human communication and its impact on libraries.

1E. Current types of library and other closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework (e.g., copyright and intellectual property laws) within which libraries and information agencies operate.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (speech and writing).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. Information and communication technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals and groups.

5B. Techniques used to retrieve, evaluate and synthesize information from diverse sources for use by individuals and groups.

5C. The methods used to interact successfully with individuals and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess current and emerging situations or circumstances to the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

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**June 17, 2008**

**TO:** PLA Board of Directors

**RE:** Library Support Staff Certification

**ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT**

ACTION

**ACTION REQUESTED BY:**

Nancy Bolt, consultant  
Carolyn Anthony, PLA representative to Library Support Staff  
Certification Task Force

**DRAFT OF MOTION:**

NA

**BACKGROUND:**

The PLA Board of Directors is asked to review the proposed library support staff competency sets and approve those we they feel pertain to public libraries. As of this writing, competencies are not attached. They will be forwarded as soon as possible or delivered on site. See below for additional background.

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**The Library Support Staff Certification Program  
Progress Report and Call for Action**

ALA and the Western Council of State Libraries received a *Laura Bush Libraries in the 21<sup>st</sup> Century* grant from the Institute of Museum and Library Services in June 2007 for a three-year project to develop a national, voluntary Library Support Staff Certification Program (LSSCP). During the first year, this project has accomplished the following:

- Developed competency sets for library support staff in nine areas of library work.
- Developed, conducted and analyzed a survey asking members of the library profession to review and comment on the competency sets
- Revised the competency sets, including integrating skills and knowledge from two previously independent competency sets based on comments from the survey respondents
- Began research on the best way to assess LSSCP participants
- Began developing policies and procedures to implement LSSCP

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**Access Services Competencies
June 18, 2008**

Access Services include on-site use and the routine circulation of resources in all formats, special circulation of course-reserve or other restricted-use materials, on-site and remote reciprocal circulation with users of partner libraries, interlibrary loan and document delivery.

Library Support Staff will know:

1. Classification and organization schemes for collections.
2. Processes for circulating library materials.
3. Basic characteristics of systems supporting circulation and interlibrary loan.
4. Copyright issues pertaining to access functions such as reserves, document delivery and interlibrary loan.
5. Principles, policies and procedures regarding user privacy in library services.
6. Policies and procedures for resource sharing among libraries.
7. Principles of security for people, equipment and collections

Library Support Staff will be able to:

8. Propose and explain library policies and procedures regarding access services.
9. Provide quality customer service to library users.
10. Manage people with diverse needs, diverse situations and emergencies.
11. Perform applicable financial transactions and record keeping.
12. Maintain collections by shelving, shifting and shelf reading.
13. Assist with identifying materials for preservation and/or replacement.
14. Manage appropriate technologies and equipment for resource sharing, reserves and user services.
15. Troubleshoot and solve problems related to circulation and resource sharing processes.
16. Assist with collecting and reporting data on collections and services.


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**Adult Reader's Advisor Competencies**  
**June 18, 2008**

In recent years, Reader's Advisory services have expanded from assisting library users with identifying books to read to assisting users with identifying materials for viewing and listening. These services consist of recommending titles of potential interest to the user to match the user's interests and experience as well as promoting the collection.

**Library Support Staff will know:**

1. The library's collection and where to locate materials by type and genre.
2. A general familiarity with popular and classic fiction, including a knowledge of authors, various fiction genres and popular, current non-fiction.
3. A general familiarity with popular and classical music, including a general knowledge of performers and composers.
4. A general familiarity with variety of films, including a general knowledge of directors and actors in different film and media genres.
5. Online and print readers' advisory tools and reviewing sources.
6. Formats appropriate for persons with disabilities affecting vision, hearing or understanding.

**Library Support Staff will be able to:**

7. Use online and print readers' advisory tools and reviewing sources.
8. Briefly and succinctly, describe the plot of a book, film or other media and its appeal.
9. Determine users' interests and make connections between their interests and similar works.
10. Make recommendations without judgment regarding reading, listening or viewing preferences.
11. Select materials from the library collections in response to users' inquiries.
12. Assist users with finding specific titles in their preferred format.
13. Assist in developing, promoting and implementing programs based on the library collections, such as book discussions, summer reading programs, film and media programs.

14. Assist in compiling resource lists and displays of books, recordings, films and media by genre, historical period, subject or author, composer or director.
15. Suggest additions to the collection based on trends in materials requested and borrowed.

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**Communication and Team Work Competencies
June 18, 2008**

Library Support Staff need to communicate effectively with library users, library staff and others in a variety of situations to offer high-quality customer service. Library Support Staff are also required to make decisions that impact library services and serve as valued members of work teams. This set is divided into two parts: communication and team work; and decision-making.

COMMUNICATION COMPETENCIES

Library Support Staff will know:

1. Basic concepts of interpersonal relations, customer services and communication.
2. The importance of upholding policies and decisions and when to make exceptions.
3. Tools for resolving conflict.

Library Support Staff will be able to:

4. Treat others with respect, fairness and consistency.
5. Seek, give and accept constructive feedback from coworkers, supervisors and users.
6. Resolve conflict in a positive and productive manner and judge when situations should be referred to a supervisor.
7. Select the most appropriate and effective medium and techniques for communicating.
8. Consider the language, communication styles and needs of diverse users when responding to or initiating communication.
9. Write clearly, logically and concisely.
10. Listen effectively and transmit information accurately and understandably.
11. Identify the critical issues to be communicated in complex situations.
12. Use appropriate strategies to deliver difficult or sensitive information.
13. Use approachable and welcoming behavior with all users.
14. Anticipate and maintain awareness of users' needs and wants in order to provide or improve services.

TEAM WORK AND DECISION-MAKING

Library Support Staff will know:

- 15. Basic concepts of team work.
- 16. Basic concepts of effective decision-making.

Library Support Staff will be able to:

- 17. Participate effectively on teams and in groups and commit to meeting agreed-upon goals and objectives.
- 18. Promote communication and respect among team members.
- 19. Provide timely, accurate and candid information to supervisors and peers and identify to whom critical issues should be communicated.
- 20. Gather the best available information to support decisions.
- 21. Participate with others in collegial decision-making and problem solving and support the decisions of the team.
- 22. Communicate information or data in an understandable format.

**Foundation Competencies
June 18, 2008**

These competencies are fundamental to understanding the mission and roles of libraries. These competencies cover the ethics, values and governance of libraries and the basic knowledge needed for all positions in a library.

Library Support Staff will know:

1. The mission and roles of a library in its community and the mission of libraries in general.
2. The ethics and values of the profession, including an understanding of the Library Bill of Rights, the ALA Code of Ethics, freedom of information, confidentiality of library records and privacy issues.
3. Basic reference tools in print and digital formats.
4. Philosophy of reference and information services.
5. Basic principles of circulation systems, including interlibrary loans, reserves, shelving and stack management.
6. Basic principles of descriptive cataloging including formats and functions of bibliographic records.
7. Basic principles of classification systems, including the Dewey Decimal Classification and the Library of Congress classification systems.
8. Basic principles of cataloging, including the importance of MARC formats, bibliographic control, authority control and subject headings.
9. The responsibilities of and the relationships among library departments or functional areas.
10. The roles of Library Support Staff in libraries.
11. How libraries are governed and funded and the place of libraries within organizations or government structures.
12. The value of cooperating with other libraries to enhance services.
13. The value of participating in professional development opportunities, including certification, continuing education, staff development and professional associations.

Library Support Staff will be able to:

1. Practice quality customer service.
2. Communicate and promote the library's values and services to staff, volunteers, users and the community.

3. Recognize and respond to diversity in user needs and preferences for resources and services.

Reference and Information Services Competencies
June 19, 2008

These services support library users as they seek access to information in all formats, wherever these resources are located. These competencies require an understanding of basic information resources and of the user's information seeking behavior and expectations.

Library Support Staff will know:

1. The general scope of the library's collections including areas of strength and specialized collections.
2. Legal issues involved in reference services, including user privacy, confidentiality and copyright.
3. Basic reference, information and community resources.
4. Classification and organization schemes for collections.
5. Basic search methods, display options and terminology of the library's catalog, website and other information access tools

Library Support Staff will be able to:

6. Conduct effective reference interviews, helping users define their information needs.
7. Judge when referrals are necessary and use appropriate referral procedures.
8. Instruct users in basic research procedures, including use of the library's catalog, general database and web searching and locating materials in the library.
9. Use basic searching skills to find information in print, non-print and digital resources.
10. Use locally developed tools such as subject guides, FAQs and other resources that provide guidance to answer information requests.
11. Help users select the most appropriate information resource to meet their needs and evaluate the quality, currency and authority of information retrieved.
12. Identify and locate information in all formats and assist users in retrieving materials, including those not held locally.
13. Interpret bibliographic record and citation formats.

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**Supervision and Management Competencies  
June 18, 2008**

Library Support Staff often hold positions that involve supervision and management. These staff members may also need to demonstrate the competencies specific to a department in which they work.

**SUPERVISION COMPETENCIES**

**Library Support Staff will know:**

1. Basic regulations and laws that govern employment; library policies and procedures; and how policies are influenced by local, state and federal laws and regulations.
2. Principles of staff management, supervision and discipline.

**Library Support Staff will be able to:**

3. Participate in recruiting, hiring, training, evaluating and promoting library staff.
4. Set clear performance expectations linked to the library's strategies and priorities
5. Demonstrate leadership in a team environment.
6. Plan, implement and encourage participation in staff development activities.

**MANAGEMENT COMPETENCIES**

**Library Support Staff will know:**

7. The value of written, approved policies and the difference between policies and procedures.
8. The basic purposes and concepts of budgeting, grant writing and fundraising.
9. The value of planning library services based on community demographics and needs and evaluating these services.
10. Principles and the value of cooperation and collaborating with other libraries, agencies and organizations.
11. Principles of marketing the library and its services.

**Library Support Staff will be able to:**

12. Develop realistic goals and measurable objectives after careful consideration of benefits, risks and impact on library current and future needs.
13. Develop, implement and evaluate recommendations for new services and programs based on analysis and interpretation of data about various aspects of library operations.
14. Review existing and develop new policies and procedures.
15. Develop and implement a marketing plan for the library and evaluate its effectiveness.
16. Build positive relationships between staff and users, applying concepts of user-oriented customer service.
17. Demonstrate the ability and willingness to uphold policies and decisions and know when exceptions are appropriate.
18. Use appropriate strategies to deliver difficult or sensitive information.
19. Identify community and user demographics and assist in planning library services on those demographics and needs.
20. Request, defend and follow a budget for library activities.
21. Conduct meetings effectively and efficiently.

**Technical Services Competencies  
June 18, 2008**

These competencies include those necessary for Library Support Staff to perform work essential to the library's cataloging, acquisition and collection development functions. These competencies are divided into those three areas.

**CATALOGING COMPETENCIES**

**Library Support Staff will know:**

1. The functionality of integrated library systems.
2. Basic tools, both print and online, for cataloging.
3. The basics of MARC format, cataloging rules, subject headings, classification and organization schemes.

**Library Support Staff will be able to:**

4. Use bibliographic utilities.
5. Use the cataloging functions of integrated library systems.
6. Perform basic copy cataloging, including reviewing and editing cataloging records.

**ACQUISITIONS AND PROCESSING COMPETENCIES**

**Library Support Staff will know:**

1. The functionality of integrated library systems.
2. Basic principles of ordering, receiving and claiming for text and electronic resources.
3. Basic principles for acquisition and management of special materials, such as serials, periodicals, electronic media and other formats.
4. Basic principles of processing all formats, including specialized collections.
5. Basic organization of the publishing industry and familiarity with vendors of materials, supplies, equipment and services.

**Library Support Staff will be able to:**

6. Apply effective procedures for verifying, ordering and receiving orders; resolving problems; and accounting for expenditures.

7. Apply appropriate methods and techniques for accurate physical preparation of materials.
8. Assist with acquisition budget tracking and reporting.
9. Use standard sources to assist with collection development and procurement.

## **COLLECTION MANAGEMENT COMPETENCIES**

### **Library Support Staff will know:**

1. The functionality of the integrated library system.
2. The general purpose of collection development and management in libraries as well as the value of consortial partnerships.
3. General selection and deselection criteria.
4. The policies for accepting gifts of library materials.

### **Library Support Staff will be able to:**

5. Use standard methods for material rebinding, storage and preservation.
6. Assist with decisions regarding weeding, material retention and replacement.
7. Evaluate options for repairing and/or replacing worn or damaged materials.
8. Perform basic repair of materials of various formats.
9. Maintain the collection using standard preservation techniques.

**Technology Competencies  
June 18, 2008**

These competencies address the skills and knowledge about technology necessary for library work. This set also addresses the role of providing access to and educating the user in the use of technologies and equipment relevant to information seeking, access and use.

**Library Support Staff will know:**

1. General trends and developments of appropriate technology in all library functions and services whether offered in the library or through remote access.
2. Technology's role in creating, retrieving and delivering library resources, function and services.
3. The role and responsibility of libraries for introducing relevant applications of technology to the public, including assistive technology.
4. Basic computer operations needed to access library applications software and productivity tools.
5. Basic networking technologies and protocols.
6. Basic data security principles and best practices to ensure the integrity of data and the confidentiality of user activities
7. Concepts and issues concerning the appropriate use of technology by different user groups.

**Library Support Staff will be able to:**

8. Adapt to changes in technology.
9. Transfer information gained from training into the work place.
10. Assist and train users to operate public equipment, connect to the internet, utilize library software applications and access library services from remote locations
11. Use information discovery tools including the library's catalog, core library databases and internet search engines.
12. Perform basic troubleshooting of technical problems and resolve or appropriately refer those problems.
13. Access and use basic assistive technologies, where appropriate, to ensure that all users have equitable access to technology.

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**Youth Services Competencies
June 19, 2008**

These competencies are for support staff working in a public library in service to youth, from birth through age seventeen. Services to youth include collection development, programming, providing Readers Advisory and Reference services and teaching information literacy skills and related activities.

Library Support Staff will know:

1. A general understanding of the stages of childhood and adolescent development and factors contributing to the development of early literacy skills.
2. Resources for youth in different formats, including award-winners, classic titles and age-appropriate materials.
3. How to select appropriate materials for a particular youth, based on such factors as reading level, interest and level of maturity.
4. Appropriate Internet sites, rules for safe navigation and use of online search tools and other technological applications for youth.
5. Legal and other issues affecting youth.

Library Support Staff will be able to:

6. Establish a welcoming atmosphere and actively encourage youth participation in library programs and in the use of resources.
7. Demonstrate written and oral communication skills for working with youth, their parents and other caregivers, other library staff and the personnel of agencies serving youth.
8. Assist with selecting appropriate materials for a youth collection.
9. Assist with planning, presenting and evaluating library programs that will attract youth.
10. Assist with advocating for and publicizing youth services.
11. Work cooperatively with personnel in schools and other community agencies serving youth.
12. Conduct effective reference and readers advisory interviews for youth and their parents and other caregivers and refer to a librarian when appropriate.
13. Assist with developing and marketing services for youth and their parents and other caregivers.
14. Instruct youth in the use of library materials, resources and equipment.
15. Manage youth problem behavior and emergency situations.
16. Follow policies and procedures related to challenged resources.

June 17, 2008

TO: PLA Board of Directors

RE: PLA National Conference Preliminary Final Report

ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT

Information

ACTION REQUESTED BY:

NA

DRAFT OF MOTION:

NA

BACKGROUND:

As of this writing, May financial performance report is not yet available; all financial numbers in the attached document are based on April reports. Final financial numbers will not be available until June performance report, as some conference refunds were still being processed in June. See attached report.

DATE: June 17, 2008

TO: PLA Board

FROM: Melissa Faubel Johnson, Meeting & Special Events Planner
Linda Bostrom, Manager, Professional Development

RE: 2008 PLA National Conference Report

With the hard work and support of the Conference Committee, Program and Local Arrangements subcommittees, and the PLA staff, the PLA Twelfth National Conference in Minneapolis, MN, was a huge success. The following report will address final numbers, financial figures and evaluation results.

Registration

In Minneapolis, 9,810 librarians, exhibitors, speakers, guests and others joined PLA at the Twelfth National Conference. This compares to 11,033 in attendance at the 2006 National Conference in Boston. PLA continues to draw the highest attendance of any of the ALA divisional conferences.

- Began discussions of the LSSCP field tests in 2009-2010

LSSCP is pleased to present the revised competency sets to the Divisions that have committed to LSSCP by providing representatives to the project's Advisory Council. The first step in the process to obtain approval for the LSSCP is acceptance of the competency sets by sponsoring Divisions.

The competencies are designed to be a general statement of what library support staff should know and be able to do in each of nine competency sets:

- Foundations of Library Service
- Communication and Teamwork
- Technology
- Technical Services
- Reference Service
- Access Service
- Readers Advisory
- Youth Services
- Administration and Management

Once the competency sets are accepted, a syllabus with learning objectives will be developed for each competency. Participants may use this guide to prepare for certification assessment. Education providers may use the guide to develop or adapt curriculum to the competency sets. The Advisory Committee is discussing several approaches for acquiring and demonstrating competency sets.

The current priority is to obtain approval of the competency sets because a certification program must be sponsored by at least one ALA division. We are asking the divisions (ACRL, ALCTS, LAMA, PLA, RUSA) that have appointed a member to the project's Advisory Committee to review the competency sets and approve those that they feel pertain to their area of interest. We ask that ACRL and PLA, particularly, be as inclusive as possible in selecting competency sets to consider for approval.

We would like to have your approval of competency sets related to your membership's interests no later than August 1st.

Your Division representative on the LSSCP Advisory Committee is available to answer any questions you might have.

Division Representative Contact Information

June 16, 2008

TO: PLA Board of Directors

RE: Proposed Changes to ALA Intellectual Freedom Manual

ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT

DISCUSSION

ACTION REQUESTED BY:

Norm Maas, ALA Division Councilor
Greta Southard, PLA Executive Director

DRAFT OF MOTION:

Not Applicable

BACKGROUND:

The ALA Intellectual Freedom Committee is revising six policies in the *Intellectual Freedom Manual*. All interpretations of these policies are provided to the PLA Board of Directors. The IFC plans on presenting these Interpretations to Council for adoption at Council III meeting. This information is provided so that the PLA Board may provide direction to the PLA Councilor regarding voting on these changes.

- Access to Library Resources and Services Regardless of Gender Identity or Sexual Orientation" **Document 2008.73 A**
- Access to Resources and Services in the School Library Media Program" **Document 2008.73 B**
- Diversity in Collection Development **Document 2008.73 C**
- Evaluating Library Collections **Document 2008.73 D**
- Expurgation of Library Materials **Document 2008.73 E**
- Free Access to Libraries for Minors **Document 2008.73 F**

MEMORANDUM

Date June 9, 2008

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

From: Kent Oliver, chair, ALA Intellectual Freedom Committee

Subject: Schedule for Discussion of Proposed Changes to Intellectual Freedom Policies in the *Intellectual Freedom Manual*

On my behalf, the Office for Intellectual Freedom sent you a memorandum dated May 8, 2008, regarding proposed changes to the intellectual freedom policies in the *Intellectual Freedom Manual* as well as attachments of the following revised interpretations:

- “Access to Library Resources and Services Regardless of Gender Identity or Sexual Orientation”
- “Access to Resources and Services in the School Library Media Program”
- “Diversity in Collection Development”
- “Evaluating Library Collections”
- “Expurgation of Library Materials”
- “Free Access to Libraries for Minors”

All *Interpretations* are attached. For the six policies with proposed revisions, deletions are indicated by strike throughs; additions are indicated by brackets.

Since the IFC plans to present these *Interpretations* to Council for adoption at its third session during the 2008 Annual Conference, the committee invites you to join us for our second session on Saturday, June 28, from 8:30 a.m. to 12:30 p.m., in the Marriott Anaheim, Newport

Beach/Rancho Las Palmas room. At this session, the committee will report and discuss any additional revisions to the *Interpretations*.

If you would like to send any comments on these *Interpretations* prior to conference, please send them via e-mail to Judith F. Krug, director, ALA Office for Intellectual Freedom at jkrug@ala.org, and copy Nanette Perez at nperez@ala.org. You also are welcome to present any comments during our first session, which will be held on Friday, June 27, from 8:30 a.m. to 12:30 p.m., in the Marriott Anaheim, Newport Beach/Rancho Las Palmas room. The committee plans to discuss any comments received prior to Annual and identify any further possible revisions during this session. Written comments also may be left at OIF's table in the ALA Office Area in the Anaheim Convention Center until noon on Tuesday, July 2.

Thank you for your time and assistance. The committee looks forward to hearing comments on its suggested revisions and its new *Interpretation*.

~~~~~

# **Access to Library Resources and Services Regardless of Sex, Gender Identity [\[or Expression\]](#), or Sexual Orientation**

## **An Interpretation of the Library Bill of Rights**

American libraries exist and function within the context of a body of laws derived from the United States Constitution and the [First Amendment](#). The [Library Bill of Rights](#) embodies the basic policies that guide libraries in the provision of services, materials, and programs.

In the preamble to its Library Bill of Rights, the American Library Association affirms that *all* [emphasis added] libraries are forums for information and ideas. This concept of *forum* and its accompanying principle of *inclusiveness* pervade all six Articles of the *Library Bill of Rights*.

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity [\[or expression\]](#), or sexual orientation:

- Article I of the *Library Bill of Rights* states that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." The Association affirms that books and other materials coming from gay, lesbian, bisexual, and/or transgendered presses, gay, lesbian, bisexual and/or transgendered authors or other creators, and materials regardless of format or services dealing with gay, lesbian, bisexual and/or transgendered life are protected by the *Library Bill of Rights*. Librarians are obligated by the *Library Bill of Rights* to endeavor to select materials without regard to the sex, gender identity [\[or expression\]](#), or sexual orientation of their creators by using the criteria identified in their written, approved selection policies ([ALA policy 53.1.5](#)).
- Article II maintains that "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Library services, materials, and programs representing diverse points of view on sex, gender identity [\[or expression\]](#), or sexual orientation should be considered for purchase and inclusion in library collections and programs. (ALA policies [53.1.1](#), [53.1.9](#), and [53.1.11](#)). The Association affirms that attempts to proscribe or remove materials dealing with gay, lesbian, bisexual, and/or transgendered life without regard to the written, approved selection policy violate this tenet and constitute censorship.
- Articles III and IV mandate that libraries "challenge censorship" and cooperate with those "resisting abridgement of free expression and free access to ideas."
- Article V holds that "A person's right to use a library should not be denied or abridged because of origin, age, background or views." In the *Library Bill of Rights* and all its Interpretations, it is intended that: "origin" encompasses all the characteristics of individuals that are inherent in the circumstances of their



birth; "age" encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; "background" encompasses all the characteristics of individuals that are a result of their life experiences; and "views" encompasses all the opinions and beliefs held and expressed by individuals. Therefore, Article V of the *Library Bill of Rights* mandates that library services, materials, and programs be available to all members of the community the library serves, without regard to sex, gender identity[[or expression](#)], or sexual orientation. This includes providing youth with comprehensive sex education literature ([ALA Policy 52.5.2](#)).

- Article VI maintains that "Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use." This protection extends to all groups and members of the community the library serves, without regard to sex, gender identity[[or expression](#)], or sexual orientation.

The American Library Association holds that any attempt, be it legal or extra-legal, to regulate or suppress library services, materials, or programs must be resisted in order that protected expression is not abridged. Librarians have a professional obligation to ensure that all library users have free and equal access to the entire range of library services, materials, and programs. Therefore, the Association strongly opposes any effort to limit access to information and ideas. The Association also encourages librarians to proactively support the First Amendment rights of all library users, regardless of sex, gender identity[[or expression](#)], or sexual orientation.

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

### An Interpretation of the LIBRARY BILL OF RIGHTS

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

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. -School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. [Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently.] Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.-

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

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

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

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

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

the responsibility of school] library media specialists [to] implement district policies and procedures in the school [to ensure equitable access to resources and services for all students.]

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Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005.

## Diversity in Collection Development:

### An Interpretation of the Library Bill of Rights

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many ~~Library collections should represent the diversity of people and ideas in our society. Over time, individuals and groups have sought to limit that diversity by removing books and other materials. They cite a variety of~~ reasons, among which are ~~[that include]~~ prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other potentially controversial topics. ~~[Librarians have also used these reasons to justify not selecting materials.]~~

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, ~~issuing bibliographies~~ ~~[publishing lists of resources, arranging exhibits,]~~ and presenting ~~exhibits and~~ programs. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the [Library Bill of Rights](#): “Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in ~~[different formats produced by independent, small and local producers as well as materials from major producers and distributors. Materials selected should represent]~~ the languages ~~in common use~~ ~~[commonly used]~~ in the ~~[library’s service]~~ community ~~the library serves~~. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron’s right to read, view, or listen to materials and resources protected by the [First Amendment](#), no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians ~~cannot justly~~ ~~[should not]~~ permit their own preferences to limit their degree of tolerance in collection development, ~~because freedom is indivisible.~~

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Adopted July 14, 1982, by the ALA Council; amended January 10, 1990.

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Evaluating Library Collections:

An Interpretation of the Library Bill of Rights

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves.

Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means

to remove materials presumed to ~~be~~ [that might] be [viewed as] controversial or ~~disapproved of by~~ [objectionable.] ~~segments of the community.~~ Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles I and II of the *Library Bill of Rights*, which state:

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

The American Library Association opposes ~~such “silent~~ [internal] censorship” and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

EXPURGATION OF LIBRARY MATERIALS

An Interpretation of the Library Bill of Rights

Expurgating library materials is a violation of the *Library Bill of Rights*. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). ~~By such expurgation, the library is in effect denying access to the complete work and the entire spectrum of ideas that the work intended to express.~~ Such action stands in violation of Articles I, II, and III of the *Library Bill of Rights*, which state that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval,” and that “Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.”

The act of expurgation [denies access to the complete work and the entire spectrum of ideas that the work intended to express.] ~~has serious implications. It involves a determination that it is necessary to restrict access to the complete work.~~ This is censorship. ~~When a work is expurgated, under the assumption that~~ [Expurgation based on the premise that] certain portions of ~~that [a] work [may] would be harmful to minors, the situation is no less serious.~~ [is equally a violation of the Library Bill of Rights.]

Expurgation of any ~~books or other~~ library resources imposes a restriction, without regard to the rights ~~and desires~~ of all library users, by limiting access to ideas and information. ~~(See also other Interpretations to the Library Bill of Rights, including Access to Electronic Information, Services, and Networks and Free Access to Libraries for Minors.)~~ Further, expurgation without written permission from the [rights] holder ~~of the copyright on the material~~ may violate the copyright provisions of the United States Code.

Adopted February 2, 1973; amended July 1, 1981; amended January 10, 1990, by the ALA Council.


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# Free Access to Libraries for Minors

## An Interpretation of the Library Bill of Rights

Library policies and procedures that effectively deny minors equal and equitable access to all library resources [\[and services\]](#) available to other users violate the [Library Bill of Rights](#). The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of [\[providing services and\]](#) developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation. [\[Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.\]](#)

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess [First Amendment](#) rights, including the right to receive information [\[through\]](#) the library [\[in print, nonprint, or digital\]](#) ~~electronic~~ [\[format\]](#). Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>1, [2]</sup> Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents. As "[Libraries: An American Value](#)" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." [\[Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.\]](#) Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. [\[Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.\]](#) [\[Library staff cannot be used to enforce parental decisions.\]](#)

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup>See [Erznoznik v. City of Jacksonville](#), 422 U.S. 205 (1975)—"Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a

legislative body thinks unsuitable [422 U.S. 205, 214] for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors. See [Tinker v. Des Moines School Dist.](#), *supra*. Cf. [West Virginia Bd. of Ed. v. Barnette](#), 319 U.S. 624 (1943)."

<sup>2</sup> See [AAMA v. Kendricks. Re: video games](#)

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Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991, June 30, 2004.

[ISBN 8389-7549-6]

## Related Files

[Free Access to Libraries for Minors](#) (PDF File)

## Related Links

[Adobe Reader](#)

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## Gates Project Update

In June 2007, the Bill & Melinda Gates Foundation awarded PLA a three year, \$7.7 million grant to develop and provide an advocacy training program for public libraries taking part in the Foundation's Opportunity Online hardware grants program.



PLA's training program, **Turning the Page: Building Your Library Community** equips librarians and library supporters with the skills, confidence, and resources they need to create community partnerships, build alliances with local and regional decision makers, and ultimately increase funding for their libraries. The training is designed to support the librarians and supporters as they seek the local matching funds required by the Opportunity Online hardware grant.

The training is divided into three rounds; Round 1 was completed in April 2008 after holding eight conferences for 10 states. This included one conference held specifically for PLA members during the PLA National Conference.

On May 27, 2008, PLA submitted the Year 1 Interim Annual Report to the Foundation, and we expect to receive the second installment of \$2 million before July 2008.

PLA has contracted with Organizational Research Services (ORS) to provide an evaluation processes and analysis of **Turning the Page**. A "Theory of Change" document has been developed and evaluation analysis is in process. Preliminary analysis of the pre- and post- self assessments is available from one of the Round 1 conferences:

- At the start of the conference, 50.5% did not feel prepared to implement an advocacy project for their library; in the past year, 65.2% indicated they had led fundraising for their library.
- At the end of the conference, 84.9% believed advocacy and the creation of an advocacy plan would help them secure their matching funds; 78.4% believed the conference was beneficial or extremely beneficial in helping them overcome barriers to advocating for their library.
- As a result of the conference, 98.5% reported being excited about doing advocacy work in support of their library; 99.5% believed they can influence their community to support their library; and 98.6% were more confident in their abilities to advocate on behalf of their library.

An additional element of Turning the Page is scheduled to be completed by the end of August 2008. PLA is working with NogginLabs (the creators of Turning the Page online) to further develop the **Turning the Page** Online Community, which will give attendees, as well as those participating in Turning the Page online, an opportunity to continue networking and share success long after they have completed their training. Plans for the

online community include message boards, forums, blogs, marketing materials for grantees, and scheduled synchronous sessions.

The **Turning the Page** conferences have been scheduled for Round 2, and all contracts are in place. The events will be held in Portland, Maine; Boston, Mass.; Portland, Ore.; Jersey City, N.J., and Greensboro, N.C. from September through November 2008. PLA will also host **Turning the Page** free to the first 200 PLA members who register for the program at the PLA Spring Symposium in Nashville on April 3-4, 2008.

Visit [www.sustaininglibraries.org](http://www.sustaininglibraries.org) for more information.

Attendee registration for this conference was strong with a total of 6,772 paid registrants, vs. 7,290 in 2006.

### **Virtual Conference**

A total of 180 persons registered for the first-ever PLA Virtual Conference. The Virtual Conference featured panel discussions, poster sessions, interactive workshops, and chats with colleagues, all in real-time. Held on Thursday, March 27 and Friday, March 28, each day consisted of five live programs. Individuals who registered to attend PLA 2008 in Minneapolis also automatically received access to the Virtual Conference as part of their registration.

Virtual conference attendees relished the opportunity for interaction with presenters and a post-virtual conference evaluation form shows that more than 55% of attendees found the event to be "very good," 16% chose "excellent," and 22% chose "good," while 5% chose "fair," and 1% chose "poor."

### **Financial Status**

These figures are preliminary and subject to revision.

| <b>2008 Revenues<br/>Actual</b> | <b>2008 Revenues<br/>(Budget)</b> | <b>2006 Revenues<br/>Actual</b> |
|---------------------------------|-----------------------------------|---------------------------------|
| \$3,441,111.20                  | \$3,516,400                       | \$3,206,705                     |
| <b>2008 Expenses<br/>Actual</b> | <b>2008 Expenses<br/>(Budget)</b> | <b>2006 Expenses<br/>Actual</b> |
| \$2,196,382.28                  | \$1,879,784                       | \$2,379,328                     |
| <b>2008 Net</b>                 | <b>2008 Net<br/>(Budget)</b>      | <b>2006 Net<br/>Actual</b>      |
| \$1,244,728.92                  | \$1,636,616                       | \$827,377                       |

Key factors in the increased revenues include strong booth sales (863 booths and 20 table tops in 2008 compared to 807 booths and 20 table tops in 2006), well-attended preconferences and strong attendance.

PLA paid an estimated \$685,013 in overhead to ALA for the 2008 conference. This compares to \$660,335 paid for the 2006 conference; thus increasing our direct expenses.

The PLA Partners Committee was very successful in raising money for the 2008 National Conference. (See PLA Partners Report for 2008 National Conference contributions) PLA staff allocated Partner funds for National Conference expenses.

### **Programming**

In Minneapolis, PLA sponsored a record twelve preconferences and the Minneapolis Library Association also sponsored one for a total of thirteen revenue-producing events. Additionally, a Gates-funded Sustaining Libraries Symposium (now called

Turning the Page events) and the 3M Leadership Institute, organized by President Jan Sanders in conjunction the 3M Company were held. Both of these last two events were free of charge to the registrants. Total registration for the thirteen events requiring payment was 1,333. The two free events drew an additional 260 attendees. This compares with Boston (PLA NC06), where seven preconferences drew a combined registration of 997 and Seattle (PLA NC04) where 663 registered for the six preconferences held.

PLA offered 134 program sessions, more than ever before. Eight program tracks or topics were used, including three “mega-tracks” for Administration/Leadership, Serving Adults and Serving Youth. Additionally, 58 talk tables, or less formal round table discussions were offered. Of the over 600 respondents to our post-conference online evaluation and survey, over 90% agreed that the number of programs was just right. The quality of the programs was rated as either “good” or “excellent” by almost 95%.

A handful of programs that were popular in the Session Preference Survey were repeated. PLA will continue this practice for future conferences. It should be noted that the number of those completing the NC08 Session Preference Survey (to let us know what programs most interest them) was about half that for the two previous conferences. That may be why we seemed to have more program rooms filled to capacity in Minneapolis.

The responsibility for the successful programming belongs to Program Subcommittee Chair, Jane Eickhoff, and the other members of the committee: Susan Baerg Epstein, Jan Feye-Stukas, Jeanne Goodrich, Deborah Grodinsky, Mary Hastler, Anne Hofmann, Lorraine Lessey, Sylvia Mora-Ona, Martin Juan Rivera, Bruce Schauer, Carol Simmons, Sally Decker Smith, and Felton Thomas. Chair Eickhoff recruited more than two dozen volunteers, including three of the Emerging Leaders who had participated in the committee’s meetings, to act as additional onsite program liaisons.

The Opening and Closing General Session speakers were enthusiastically received, as was the Book Buzz program, garnering a respectable number of votes in the attendees’ survey for “Best Program.” Over 2500 attended the luncheons with almost 3,000 meal event tickets sold in total.

### **Exhibits**

A new record was set for the size of the exhibition – 431 companies exhibited from 863 booths and 20 table tops. This number is up from 2006 when 422 exhibiting companies exhibited from 807 booths and 20 table tops.

Exhibitors were very pleased with traffic in the hall. Their satisfaction in the PLA Minneapolis conference is reflected in booth sales for the next PLA conference in Portland in 2010. Approximately 75% of the exhibit hall (based on 2008 size) was pre-sold to exhibitors for the Portland meeting, to be held in two years.

An email with a link to an online questionnaire, developed by Corcoran Expositions, Inc., was sent to the exhibitors of the 2008 National Conference. Results included:

- 85% of the respondents reported that they would definitely recommend exhibiting at the 2010 PLA National Conference, while 13% remain undecided.

- 80% of respondents reported that the overall traffic in the exhibit hall met their expectations.
- 89% reported being either "Extremely Satisfied" or "Very Satisfied" with the 2008 PLA Conference.

Positive comments included:

- "We love this show and are looking forward to 2010!"
- "Traffic for this show was fantastic. Much better than we anticipated."
- "The librarians who attend PLA mean business! You wouldn't want to miss this conference!"
- "We were swamped during the show...and that's a good thing!"
- "I love working with librarians...they love books and are serious shoppers for good information to take back to their staff and patrons. Librarians engage in articulate conversations about our products and its' such a pleasure to be of service to them."

Areas for improvement:

- Location in a warmer climate.
- More no-conflict times.

### **Conclusion**

PLA Twelfth National Conference was a great success. Excellent programming and strong, well-attended exhibits again prevailed at PLA, making for a very successful conference. All parties involved should be very proud of their accomplishments!



**June 17, 2008**

**TO:** PLA Board of Directors

**RE:** PLA 2008 Financial Analysis Overview and Management Report

**ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT**

Information

**ACTION REQUESTED BY:**

Clara Bohrer, Budget & Finance Chair  
Greta Southard, Executive Director

**DRAFT OF MOTION:**

NA

**BACKGROUND:**

Report is based on April financial performance reports.

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|                                     | <u>Budget</u> | <u>Actual</u> | <u>Remaining</u> |
|-------------------------------------|---------------|---------------|------------------|
| Total Revenues:                     | \$ 4,465,327  | \$ 4,253,463  | \$ 700,139       |
| Total Direct Expenses:              | \$ 2,371,355  | \$ 2,515,676  | \$ 562,585       |
| Overhead:                           | \$ 780,571    | \$ 724,451    | \$ 88,296        |
| Tax:                                | \$ 998        | \$ 998        | \$ 514           |
| Net Revenue (Expense) *Variance     | \$ 1,312,403  | \$ 1,012,336  | \$(300,066)*     |
| Beginning/Ending Net Asset Balance: | \$ 196,385    | \$ 1,208,721  |                  |

**Summary**

PLA revenues are \$ 211,863 or 4% off budget and total direct expenses are \$ 144,321 or 6% over budget. Overhead is \$56,119 or 7% under budget. Overall, PLA is \$ 300,066 or 22% off budget on a net revenue/expense basis. Budget revenue discrepancies can be attributed primarily to National Conference registration being \$224,645 under budget, dues revenue \$21,499 under budget and advertising is \$58,304 under budget; some of this is attributed to timing. The registration budget shortfall was anticipated; while attendees registered at a faster pace earlier in the registration cycle, onsite attendee registration did not trend up as compared to NC06. Registration revenues are due back to the Minnesota Library Association for the preconference they sponsored; so final PLA registration revenue will be less than currently shown.

A general concern to be noted is that the ALA overhead rates continues to escalate thereby reducing the ever so slim profit margins on PLA products and services; thus reducing the amount of available capital for development of new products and maintaining ongoing operations.

Overall, PLA is performing as expected. As a result we will most likely end the year close to or slightly under budget.

### **National Conference**

Overall, PLA just executed a very successful National Conference 6,772 attendees registered for the event as compared to the 7,290 who registered for Boston. As anticipated, Minneapolis did not have the same one day/drive in traffic as Boston. Given the economic downturn, this is a very respectable rate of participation; however, as noted registration will not meet budget. Exhibit sales were strong and have made budget, donations are slightly under budget, and this may be a timing issue. The new virtual conference product offering garnered 175 registrants. Bank service fees are \$17,204 over budget. The housing block was fully sold and PLA will not be subject to housing attrition fees. However, transportation fees are over budget as several additional hotels were added that required bussing to and from the convention center. Some refunds are still being processed; however, most bills have been paid; expect minor fluctuations to revenue.

### **Membership**

While the April membership report shows 12,276 PLA members, personal dues revenue is \$21,499 under budget. As previously noted, logically, it does not make sense to have an all time high membership number but yet revenues are under budget. Staff will investigate this issue. Over 1,900 members joined PLA between September 2007 and March 2008 PLA as a result of the National Conference. A concern to be noted and discussed by the Budget and Finance Committee is that overall, operational costs outpace dues revenue. PLA has not had a dues increase since 1996, clearly the time has come to review our dues relative to the cost of doing business.

### **Products**

Sales for the *Every Child Ready to Read* kit are picking up, but still about \$11,000 under budget. Sales for the PLA advocacy toolkit, *Passion, Purpose and Persuasion* remain strong as noted in the publications report. The Gates project purchased a toolkit for all 1,191 conference participants at a reduced rate resulting in \$76,725 in sales reflected in the April performance report. Sales for the latest title in the Results series are strong; however, royalty revenue will not show up until the end of the fiscal year. Donations in the Partners program are \$21,456 under budget; however, this is somewhat misleading as donations for some projects have already be credited to the project they support—typically we make these transfers later in the fiscal year.

### **Gates Grant**

The Gates advocacy training project is on target. All eight round one trainings to be held this spring have been executed. This training is being developed to support the grantees of the *Opportunity Online* hardware grant program administered in 32 states. Training was conducted in March and April. Approximately 1,191 librarians, trustees, and community supporters participate in the in-person training events. Online training was released early May for the grantees unable to attend the in-person training events; approximately 250 grantees have participated in the online training. Through the generous support of the Bill and Melinda Gates Foundation this training was made available to non-grantees at PLA's National Conference. Nearly 200 PLA members took advantage of the free training at that event. Year two grant payment should be received in the third week of June. The grant also underwrites a portion of 4 staff salaries/professional service contractors and provides PLA approximately \$47,000 in salary/professional services savings.

**Public Library Association  
FY 2007-2008 Financial Report  
Year-To-Date Report by Project  
April Close**

|                                                                | <b><u>FY2007<br/>Budget</u></b> | <b><u>FY2007<br/>Final Close</u></b> | <b><u>FY2008<br/>Budget</u></b> | <b><u>FY2008<br/>April</u></b> |
|----------------------------------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------|
| <b><u>1 Administration (0000)</u></b>                          |                                 |                                      |                                 |                                |
| Revenue                                                        | \$0.00                          | \$0.00                               | \$0.00                          | \$0.00                         |
| Expenses                                                       |                                 |                                      |                                 |                                |
| Salaries/Benefits                                              | \$578,404.00                    | \$456,942.00                         | \$637,846.00                    | \$257,834.03                   |
| Operating                                                      | <u>\$88,991.00</u>              | <u>\$93,618.00</u>                   | <u>\$92,044.00</u>              | <u>\$122,780.20</u>            |
| <b>TOTAL</b>                                                   | <b>\$667,395.00</b>             | <b>\$556,154.00</b>                  | <b>\$729,890.00</b>             | <b>\$380,614.23</b>            |
| <b><u>2 Service to Members (3000)</u></b>                      |                                 |                                      |                                 |                                |
| Revenue                                                        |                                 |                                      |                                 |                                |
| Dues                                                           | \$459,100.00                    | \$451,037.53                         | \$517,255.00                    | \$321,107.19                   |
| Others                                                         | <u>\$700.00</u>                 | <u>\$304.01</u>                      | <u>\$3,500.00</u>               | <u>\$76.82</u>                 |
| <b>TOTAL</b>                                                   | <b>\$459,800.00</b>             | <b>\$451,341.54</b>                  | <b>\$520,755.00</b>             | <b>\$321,184.01</b>            |
| Expenses                                                       |                                 |                                      |                                 |                                |
| Operating                                                      | \$252,205.00                    | \$306,749.45                         | \$430,105.00                    | \$187,877.53                   |
| <b><u>3 Committee Planning (3002)</u></b>                      |                                 |                                      |                                 |                                |
| Revenue                                                        | \$0.00                          | \$0.00                               | \$0.00                          | \$0.00                         |
| Expenses                                                       | \$19,545.00                     | \$33,492.05                          | \$30,800.00                     | \$1,078.04                     |
| <b><u>4 Regional CE (3007)</u></b>                             |                                 |                                      |                                 |                                |
| Revenue                                                        | \$26,250.00                     | \$39,640.00                          | \$68,750.00                     | \$32,605.00                    |
| Expenses                                                       | \$73,199.00                     | \$88,921.49                          | \$110,288.00                    | \$66,742.06                    |
| <b><u>5 Regional CE-Meal Events (3010)</u></b>                 |                                 |                                      |                                 |                                |
| Revenue                                                        | \$3,000.00                      | \$17,261.75                          | \$3,000.00                      | -\$60.00                       |
| Expenses                                                       | \$2,600.00                      | \$9,579.25                           | \$2,600.00                      | \$4.70                         |
| <b><u>6 Certified Public Library Administrators (3189)</u></b> |                                 |                                      |                                 |                                |
| Revenue                                                        | \$15,000.00                     | \$0.00                               | \$67,500.00                     | \$56,225.00                    |
| Expenses                                                       | \$14,863.00                     | \$25,630.55                          | \$60,078.00                     | \$103,432.59                   |
| <b><u>7 Web-CE (3040)</u></b>                                  |                                 |                                      |                                 |                                |
| Revenue                                                        | \$20,000.00                     | \$3,709.00                           | \$34,250.00                     | \$36,000.00                    |
| Expenses                                                       | \$17,150.00                     | \$57,742.28                          | \$26,870.00                     | \$17,963.88                    |

|                                                     | <u>FY2007<br/>Budget</u> | <u>FY2007<br/>Final Close</u> | <u>FY2008<br/>Budget</u> | <u>FY2008<br/>April</u> |
|-----------------------------------------------------|--------------------------|-------------------------------|--------------------------|-------------------------|
| <b>8 <u>Advocacy (3018)</u></b>                     |                          |                               |                          |                         |
| Revenue                                             | \$10,000.00              | \$12,054.80                   | \$85,000.00              | \$1,409.60              |
| Expenses                                            | \$23,575.00              | \$94,588.12                   | \$61,855.00              | \$22,166.15             |
| <b>9 <u>PLA Partners (3020)</u></b>                 |                          |                               |                          |                         |
| Revenue                                             | \$69,000.00              | \$46,349.30                   | \$129,000.00             | \$64,537.50             |
| Expenses                                            | \$63,150.00              | \$11,723.26                   | \$59,850.00              | \$587.34                |
| <b>10 <u>Preschool Literacy (3120)</u></b>          |                          |                               |                          |                         |
| Revenue                                             | \$96,250.00              | \$109,685.58                  | \$96,250.00              | \$53,012.64             |
| Expenses                                            | \$44,747.00              | \$38,831.04                   | \$48,026.00              | \$11,038.51             |
| <b>11 <u>Public Libraries (3030)</u></b>            |                          |                               |                          |                         |
| Revenue                                             |                          |                               |                          |                         |
| Subscriptions                                       | \$35,000.00              | \$53,805.20                   | \$36,250.00              | \$27,049.20             |
| Advertising (Net)                                   | \$43,800.00              | \$49,692.95                   | \$49,400.00              | \$44,257.83             |
| Other                                               | <u>\$50.00</u>           | <u>\$3,470.03</u>             | <u>\$50.00</u>           | <u>\$2,672.69</u>       |
| <b>TOTAL</b>                                        | \$78,850.00              | \$89,471.77                   | \$85,700.00              | \$73,979.72             |
| Expenses                                            |                          |                               |                          |                         |
| Manufacturing/Dist.                                 | \$63,865.00              | \$53,571.14                   | \$24,325.00              | \$39,850.14             |
| Professional Services                               | \$1,000.00               | \$14,881.93                   | \$500.00                 | \$5,522.38              |
| CPU                                                 | \$13,437.00              | \$12,211.56                   | \$13,437.00              | \$7,056.10              |
| Other                                               | <u>\$73,669.00</u>       | <u>\$87,170.26</u>            | <u>\$109,070.00</u>      | <u>\$61,418.49</u>      |
| <b>TOTAL</b>                                        | \$151,971.00             | \$167,834.89                  | \$147,332.00             | \$113,847.11            |
| <b>12 <u>Public Library Data Service (3172)</u></b> |                          |                               |                          |                         |
| Revenue                                             |                          |                               |                          |                         |
| Sales                                               | \$76,950.00              | \$131,825.54                  | \$121,788.00             | \$27,000.97             |
| Royalties                                           | <u>\$10,000.00</u>       | <u>\$23,071.41</u>            | <u>\$10,000.00</u>       | <u>\$464.60</u>         |
| Returns                                             |                          | <u>\$5,569.60</u>             | <u>\$3,800.00</u>        | <u>\$3,164.16</u>       |
| <b>Total</b>                                        | \$86,950.00              | \$149,327.35                  | \$127,988.00             | \$24,301.41             |
| Expenses                                            |                          |                               |                          |                         |
| U of I Contract                                     | \$50,000.00              | \$51,819.00                   | \$50,000.00              | \$77,181.00             |
| Other                                               | <u>\$35,382.00</u>       | <u>\$44,609.05</u>            | <u>\$41,298.00</u>       | <u>\$9,453.18</u>       |
| <b>TOTAL</b>                                        | \$85,382.00              | \$96,428.05                   | \$91,298.00              | \$86,634.18             |
| <b>13 <u>Publications (3058)</u></b>                |                          |                               |                          |                         |
| Revenue                                             |                          |                               |                          |                         |
| Books                                               | \$35,000.00              | \$95,190.53                   | \$46,800.00              | \$64,435.86             |
| Fulfillment/Returns                                 | <u>-\$850.00</u>         | <u>\$1,509.20</u>             | <u>-\$2,340.00</u>       | <u>\$114.70</u>         |
| Royalties                                           | <u>\$29,000.00</u>       | <u>\$24,475.16</u>            | <u>\$30,000.00</u>       | <u>\$9,376.84</u>       |
| <b>TOTAL</b>                                        | \$63,150.00              | \$118,166.49                  | \$76,960.00              | \$149,282.22            |
| Expenses                                            |                          |                               |                          |                         |
| Manufacturing/Dist.                                 | \$10,900.00              | \$59,378.43                   | \$11,400.00              | \$1,164.33              |
| Operating                                           | <u>\$102,086.00</u>      | <u>\$88,960.48</u>            | <u>\$125,234.00</u>      | <u>\$10,121.54</u>      |
| <b>TOTAL</b>                                        | \$112,986.00             | \$148,338.91                  | \$136,634.00             | \$11,285.87             |

|                                                      | <b><u>FY2007<br/>Budget</u></b> | <b><u>FY2007<br/>Final Close</u></b> | <b><u>FY2008<br/>Budget</u></b> | <b><u>FY2008<br/>April</u></b> |
|------------------------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------|
| <b><u>14 NC 2008 NC General Program (3041)</u></b>   |                                 |                                      |                                 |                                |
| Revenue                                              | \$0.00                          | \$0.00                               | \$1,432,100.00                  | \$1,206,455.00                 |
| Expenses                                             | \$37,440.00                     | \$21,648.57                          | \$611,637.00                    | \$822,014.32                   |
| <b><u>15 NC 2008 Exhibit Registration (3042)</u></b> |                                 |                                      |                                 |                                |
| Revenue                                              | \$0.00                          | \$0.00                               | \$1,827,500.00                  | \$1,869,293.00                 |
| Expenses                                             | \$57,025.00                     | \$88,192.81                          | \$804,752.00                    | \$855,905.17                   |
| <b><u>16 NC 2008 Promotion (3043)</u></b>            |                                 |                                      |                                 |                                |
| Revenue                                              | \$0.00                          | \$0.00                               | \$13,000.00                     | \$76,858.20                    |
| Expenses                                             | \$48,300.00                     | \$27,534.86                          | \$120,010.00                    | \$145,470.11                   |
| <b><u>17 NC 2008 Open/Close Session (3045)</u></b>   |                                 |                                      |                                 |                                |
| Revenue                                              | \$0.00                          | \$0.00                               | \$20,000.00                     | \$10,000.00                    |
| Expenses                                             | \$10,000.00                     | \$0.00                               | \$61,000.00                     | \$114,944.19                   |
| <b><u>18 NC 2008 Programs (3046)</u></b>             |                                 |                                      |                                 |                                |
| Revenue                                              | \$0.00                          | \$0.00                               | \$0.00                          | \$0.00                         |
| Expenses                                             | \$0.00                          | \$1,027.33                           | \$127,900.00                    | \$79,595.79                    |
| <b><u>19 NC 2008 PLA Store (3047)</u></b>            |                                 |                                      |                                 |                                |
| Revenue                                              |                                 |                                      | \$1,200.00                      | \$0.00                         |
| Expenses                                             |                                 |                                      | \$1,200.00                      | \$0.00                         |
| <b><u>20 NC 2008 Tours (3048)</u></b>                |                                 |                                      |                                 |                                |
| Revenue                                              |                                 |                                      | \$100.00                        | \$0.00                         |
| Expenses                                             |                                 |                                      | \$100.00                        | \$0.00                         |
| <b><u>21 NC 2008 Meal Events (3049)</u></b>          |                                 |                                      |                                 |                                |
| Revenue                                              |                                 |                                      | \$100,000.00                    | \$116,325.00                   |
| Expenses                                             |                                 |                                      | \$84,000.00                     | \$108,531.70                   |
| <b><u>22 NC 2008 Preconferences (3050)</u></b>       |                                 |                                      |                                 |                                |
| Revenue                                              |                                 |                                      | \$122,500.00                    | \$162,180.00                   |
| Expenses                                             |                                 |                                      | \$69,185.00                     | \$69,921.00                    |

|                                                 | <b><u>FY2007<br/>Budget</u></b> | <b><u>FY2007<br/>Final Close</u></b> | <b><u>FY2008<br/>Budget</u></b> |            |
|-------------------------------------------------|---------------------------------|--------------------------------------|---------------------------------|------------|
| <b><u>23 AC Preconference (3026)</u></b>        |                                 |                                      |                                 |            |
| Revenue                                         | \$26,250.00                     | \$22,640.00                          | \$26,250.00                     | -\$120.00  |
| Expenses                                        | \$14,394.00                     | \$18,596.67                          | \$16,383.00                     | \$5,513.55 |
| <b><u>24 2009 Spring Symposium (3072)</u></b>   |                                 |                                      |                                 |            |
| Revenues                                        |                                 |                                      | \$0.00                          | \$0.00     |
| Expenses                                        |                                 |                                      | \$8,000.00                      | \$4,579.45 |
| <b><u>25 2007 Spring Symposium (3071)**</u></b> |                                 |                                      |                                 |            |
| Revenues                                        | \$165,000.00                    | \$157,953.84                         | \$0.00                          | \$0.00     |
| Expenses                                        | \$156,075.00                    | \$183,166.45                         | \$0.00                          | \$61.80    |

**BALANCE SHEET STATEMENT**

|                       | <b><u>FY2007<br/>Budget</u></b> | <b><u>FY2007<br/>Close</u></b> | <b><u>FY2008<br/>Budget</u></b> | <b><u>FY2008<br/>Close</u></b> |
|-----------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Fund Balance          | \$955,023.00                    | \$955,024.31                   | \$196,385.00                    |                                |
| Revenue               | \$1,119,500.00                  | \$1,217,361.73                 | \$4,953,603.00                  |                                |
| Expenses              | <u>\$1,852,002.00</u>           | <u>\$1,974,860.77</u>          | <u>\$3,870,768.00</u>           |                                |
| Net                   | \$222,521.00                    | \$197,525.30                   | \$1,279,220.00                  |                                |
| Transfer to Endowment | \$0.00                          | \$0.00                         | -\$250,000.00                   |                                |
| Fund Balance*         | \$222,521.00                    | \$197,525.50                   | \$1,029,220.00                  |                                |

\* Fund Balance 2008 beginning fund balance is the audited opening balance.

Note, PLA is budgeted to make a \$250,000 contribution to the Endowment August 2008.

|                             |                  |
|-----------------------------|------------------|
| 2008 Endowment Principle    | \$871,238        |
| August 2008 Contribution    | <u>\$250,000</u> |
| Projected Principle Balance | \$1,121,238      |

\*\*Note: Project 25 is closed 2007 Spring Symposium. Staff will have to investigate 2008 expenses.

**TO:** PLA Board of Directors

**RE:** Adoption of the 2009 Fiscal Year Budget

**ACTION REQUESTED/INFORMATION/DISCUSSION/REPORT**

ACTION

**ACTION REQUESTED BY:**

Clara Bohrer, Budget & Finance Committee Chair

**DRAFT OF MOTION:**

**BACKGROUND:**

Attached is the summary overview of the 2009 fiscal year budget (2008.78) as well as a overview of the budget broken down by project (2008.78A). The PLA Budget & Finance Committee recommends that the PLA Board of Directors adopts the FY2009 Budget.

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FY2009 Projected Operating Fund Balance Summary

2008 Projected Fund Balance:

2007 Beginning Fund Balance	\$ 955,026
2007 Revenue (actual)	<u>+ 1,217,362</u>
<i>Subtotal</i>	2,172,388
2007 Expense (actual)	<u>- 1,976,003</u>
2008 Projected Fund Balance:	\$ 196,385
2008 Opening Fund Balance	\$ 196,385

2008 Estimated Budgetary Ceiling:

2008 Audited Opening Fund Balance	\$196,385	
2008 Revenue Budgeted	<u>+ 4,953,603</u>	(actual: \$4,253,463 4/2008)
<i>Subtotal</i>	\$5,149,988	
2008 Expenses Budgeted	<u>- 3,892,523</u>	(actual: \$3,241,126 4/2008)
2008 Estimated Budgetary Ceiling	\$ 1,257,465	
Budgeted Transfer to Endowment 2008	<u>250,000</u>	
2008 Ending Fund Balance	\$1,007,465	

2009 Projected Fund Balance:

2008 Estimated Budgetary Ceiling	\$1,007,465	(FY09 opening fund balance)
2009 Revenue Budgeted	<u>+ 1,443,383</u>	
<i>Subtotal</i>	\$ 2,450,848	
2009 Expenses Budgeted	<u>- 2,109,669</u>	
2009 Projected Year End Fund Balance	\$ 341,179	

Note: For financial planning purposes, ALA uses the budget submitted for the previous fiscal to project the year-end fund balance for the 2009 fiscal year that is in development. Actual revenues and expense are noted as of April 2008 performance report.

FY2009 Projected Endowment Fund Balance

FY08 Beginning Fund Balance	<u>\$837,989</u>
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Revenues

Interest Dividends Spending Act	17,763
Gains/Loss Realized	9,315
Gains/Loss Unrealized	<u>(17,585)</u>
Total Revenues	\$ 9,493

Expenses

Bank Service Fee	<u>\$ 5,254</u>
Total Expenses	\$ 5,254

Net Revenue(expense)	\$ 4,238
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FY08 Transfer in August	<u>\$250,000</u>
Projected FY08 Closing Balance	\$1,087,989

FY08 Projected Closing Fund Balance	\$1,087,989
No transfer budged in FY09	
FY09 Projected Closing Fund Balance	\$1,087,989

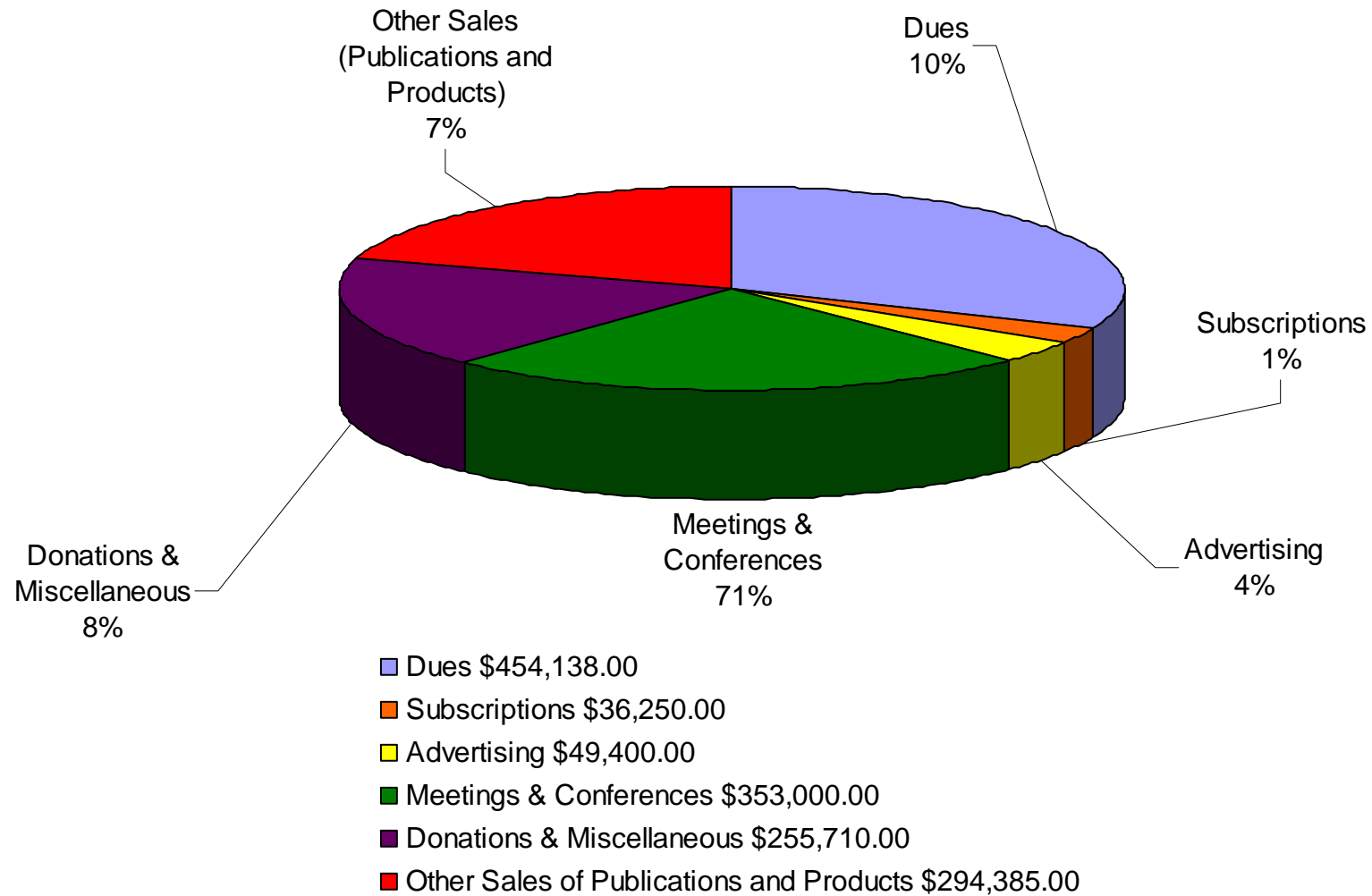
<u>Project</u>	<u>Revenue</u>	<u>Expenses</u>	<u>Net</u>
0000 Administration	0	759,515	-759,516
3000 Service to Members	457,638	330,955	126,683
3002 Committee Planning	0	32,900	-32,900
3007 Regional CE	68,750	109,238	-40,488
3010 Regional CE Meal/Tkts	3,000	2,600	400
3020 Partners	69,500	56,850	12,150
3026 AC Preconference	26,250	20,883	5,367
3030 Public Libraries Mag	85,700	177,845	-92,145
3040 Web Based CE	17,100	14,932	2,168
3058 Publications	259,870	91,668	168,202
3081 NC10 General Program	0	22,250	-22,250
3082 NC10 Exhibits	0	91,250	-91,250
3083 NC10 Promotion	0	31,850	-31,850
3072 2009 Spring Symposium	187,500	176,765	10,735
3120 Preschool Lit Kit	39,375	22,699	16,676
3172 PLDS	161,200	107,391	53,809
3189 Certified Pub Lib Admin.	<u>67,500</u>	<u>60,078</u>	<u>7,422</u>
Totals	\$1,443,383	\$2,109,669	-\$666,787

Projections:

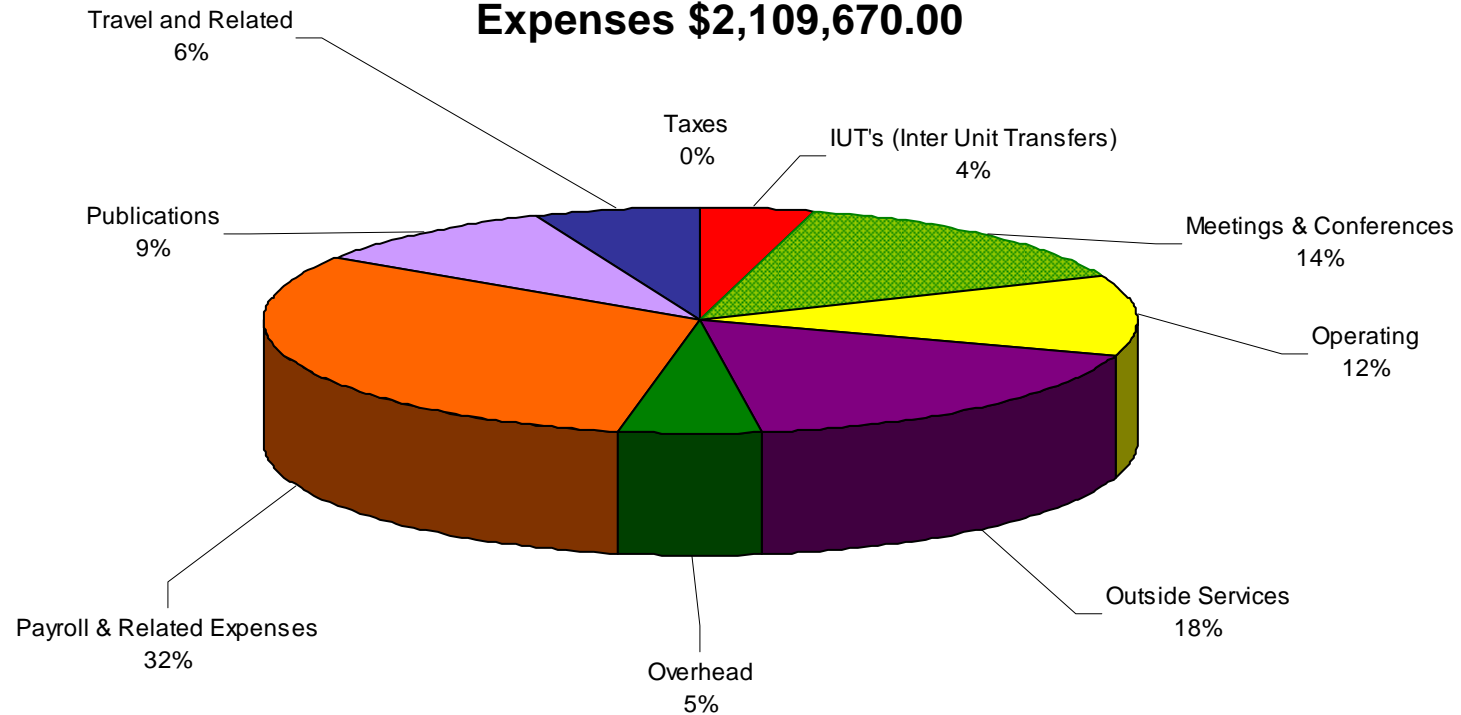
Net Assets at Beginning of Yr	\$1,007,465
Revenues	\$1,443,383
Expenses	-\$2,109,669
Net Assets at Yr End	\$341,179

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**FY2009 PLA Budget  
Revenues \$1,442,833.00**



### FY 2009 PLA Budget Requests Expenses \$2,109,670.00



■ IUT's (Inter Unit Transfers) \$88,304.00  
■ Operating \$245,600.00  
■ Overhead \$110,813.00  
■ Publications \$199,893.00  
■ Taxes \$1,512.00

■ Meetings & Conferences \$301,950.00  
■ Outside Services \$373,975.00  
■ Payroll & Related Expenses \$661,783.00  
■ Travel & Related \$126,110.00