The Learning Society

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life. Also at the heart of the Learning Society are educational opportunities extending far beyond the traditional institutions of learning, our schools and colleges. They extend into homes and workplaces; into libraries, art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life. In our view, formal schooling in youth is the essential foundation for learning throughout one's life. But without life-long learning, one's skills will become rapidly dated."

—— ***A Nation at Risk: The Imperative for Educational Reform.*** *A Report to the Nation and the Secretary of Education, United States Department of Education by The National Commission on Excellence in Education. 1983.*

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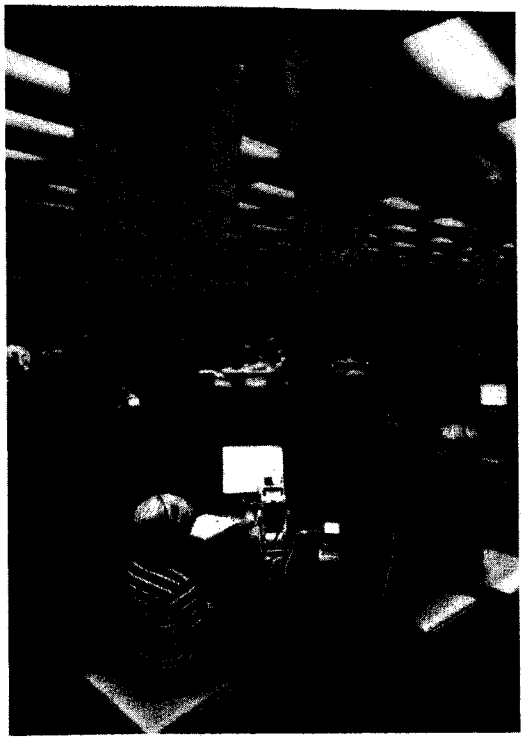
The Four Realities

The way in which our American public schools are educating young people for a life of social and technological change is the focus of reports, recommendations, debate, political discussion, and public concern. In 1983, the National Commission on Excellence in Education reported its assessment and recommendations in the publication *A Nation at Risk: The Imperative for Educational Reform.* The 1984 political campaigns show that this concern is shared by people in every state and territory.

Much public attention is focused on recommendations for changes in elementary and secondary schools. Yet, as *A Nation at Risk* clearly states, proposals for educational reform must recognize the need for lifelong learning. Libraries are an essential part of life-long learning. The autobiographies and reminiscences of public leaders and other achievers document the ways in which libraries have influenced their lives. All people in a learning society deserve access to good library service.

The vitality of libraries as educational agencies depends on wise actions by public decision makers and others who provide resources to educational institutions. The American Library Association identifies four realities for effective educational reform within a learning society. The four realities are:

1. **Learning begins before schooling.**
2. **Good schools require good school libraries.**
3. **People in a learning society need libraries throughout their lives.**
4. **Public support of libraries is an investment in people and communities.**



Reality #1: Learning Begins Before Schooling

The extent to which parents introduce their children to books, culture, and learning affects children throughout life. *A Nation at Risk* points out to parents:

> *As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you. You must be a* living *example of what you expect your children to honor and emulate. Moreover, you bear a responsibility to participate actively in your child's education. You should . . . nurture your child's curiosity, creativity and confidence. . . . Above all, exhibit a commitment to continued learning in your own life.*

Research shows that children who have been exposed to reading and other cultural experiences before they begin school have a better chance of success in formal learning than those who do not have this experience. Among the most important of the preschool experiences are the development of skills in listening, speaking, and looking that prepare for reading and form the basis for the enjoyment of learning. In our society, most parents work outside the home, so all members of the family and extended family (including grandparents and brothers and sisters) can play important educational roles. Family members set the stage for reading and other learning and provide models of behavior. This family influence in developing attitudes toward learning (often extended by collaboration with day care,

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preschool, and other community agencies) is important for the prevention of deficiencies in school and beyond. Libraries contribute to preschool learning in two ways: through the services, programs, and materials that help parents increase their skills and capabilities, and through programs that serve children directly.

Library service to parents and day care staff supports preschool learning in a variety of ways. Libraries provide books for adults to read aloud to children. Groups of children in child care and day care centers and in public libraries listen to stories and act them out. Children borrow books and records from libraries. Toddler programs that bring very small children and their parents to the library together provide a basis for later, more independent use of libraries by children as they grow older.

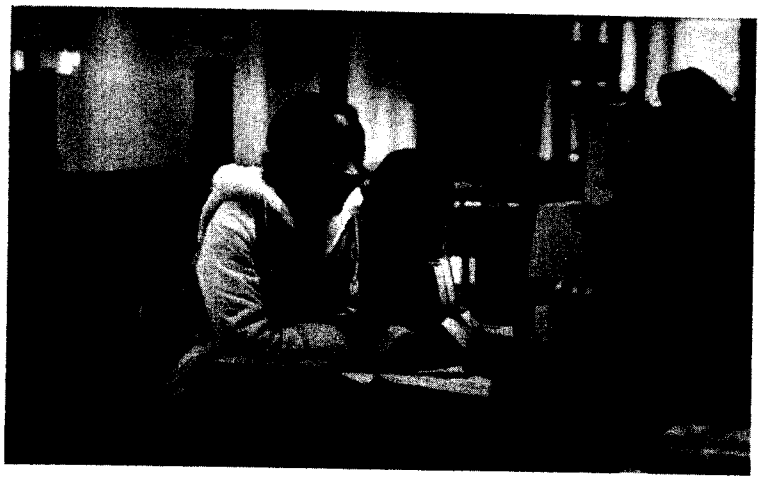
All these experiences for young children require action by motivated, enthusiastic adults—adults who will instill a love of reading. Parents, volunteers, and day care center staff learn from librarians how to select and use materials with children. Librarians have the skills, experience, and desire to conduct workshops for parents, older children, babysitters, early childhood specialists, teachers, and volunteers. The library has information to help parents face problems which they face daily. In some communities, multilanguage collections for parents and preschoolers are essential. Through libraries, parents can learn how to use television and newer technology, such as computers, to nurture children's creativity and confidence.

Librarians also help create community coalitions of school personnel, public librarians, members of parent-teacher groups, and others concerned with preschool learning. Public library staff who provide information and referral services help parents develop effective partnerships with schools, preschools, day care centers, and other early childhood agencies.

Unfortunately, limited funds in many of our public libraries have caused cutbacks in children's services. Day-to-day realities of operating and staffing public libraries result in the lack of a full-time children's librarian in many libraries and branches. Because of limited library staff, parents and preschool children may wait months before being able to participate in a storyhour program.

To ensure that children and their parents have library services for effective preschool learning, public officials should:

- **Appropriate funds for parent education and early childhood services in public libraries, particularly those which demonstrate outreach and which promote cooperation with other educational and community agencies.**
- **Establish state and federal regulations for preschool day care services which mandate book and library resources as part of the basic program requirements.**



Reality #2: Good Schools Require Good School Libraries

Good schools enable students to acquire and use knowledge, to experience and enjoy discovery and learning, to understand themselves and other people, to develop lifelong learning skills, and to function productively in a democratic society. Libraries are essential to each of these tasks. In libraries, students learn how to locate, organize, and use information that will expand their horizons and raise their self expectations. Librarians are teachers, and they serve both students and teachers.

As students develop library skills in finding information, they seek more information, compare and evaluate sources and opinions, and develop critical thinking. These skills, which should be part of every school's curriculum, can be learned in school libraries.

School libraries serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A California research study demonstrated that students with library experience achieved higher level language skills than those without this experience. In Virginia, a study proved that students who combined independent study with extensive library use under a librarian's supervision attained higher verbal scholastic aptitude test scores than students who used libraries only incidentally.

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A Nation at Risk points out the limitations of textbooks. Well-stocked school libraries offer a diversity of books and other materials for students of all abilities, including the most gifted. Librarians have an essential educational role in helping teachers and students choose materials for class work and independent study.

Today's libraries are adding access to computer databases to their information resources. School librarians should be involved in the development of these databases to assure that they will be appropriate for the maturity, interests, and ability levels of students. These new resources should be available to students in elementary schools as well as in high schools.

A Nation at Risk says that the elementary years "should foster an enthusiasm for learning and the development of the individual's gifts and talents." This describes what occurs when elementary school children develop early and lasting pleasures in using libraries. In Indiana, a study showed that reading skills, verbal expression, and library skills were significantly greater in an elementary school after library services were increased. Disadvantaged children in Boston increased their skills in verbal expression of ideas and their language ability after twelve weekly one-hour library programs with books and storytelling.

Access to a library for quick fact-finding and sustained work on a project should be among the rights of every child and young person. The student who encounters a librarian who is directly involved in teaching has access to a much wider world than that of a single classroom. The librarian, at successive grade levels, introduces literature and teaches research study skills. From the librarian a student learns how to locate, interpret, and present information. The librarian teaches classes as part of the instructional program, supplements classroom study with appropriate presentations on research, gives book talks, and instructs in computer use. When the school librarian helps design curriculum, both teachers and students benefit. In every school, therefore, librarians should be included as members of curriculum design and review committees. They should also be involved as planners, providers, and participants in inservice training programs for teachers.

Too many of the 105,000 schools in the United States have inadequate school libraries because they lack the staff, materials, space, and services required by students and their teachers. Even many of the schools that have library materials provide few library services because they lack professional librarians. Almost three million pupils (seven percent of the total) attend public schools without a school library. In 1982, our country had only one school librarian for every 954 students. This is the equivalent of an average of only twenty seconds a day for each student.

The lack of librarians is especially severe in elementary schools. For example, in Los Angeles, our country's second largest city, in only twenty of the city's 450 elementary schools is there a full-time librarian. Furthermore, in the last decade, the number of school library supervisory and consulting staff at state and district levels has declined sharply.

In *A Nation at Risk,* the National Commission on Excellence in Education recommends higher educational standards and expectations, increased time for learning, and increased attention to English, mathematics, science, social studies, computer science, and foreign languages. To achieve these requirements, school libraries must be stronger. Librarians, who are less bound by curriculum sequences than classroom teachers, can improve performance of students in every grade, in every subject, and at every level of ability.

To ensure that every child has access to the quality of school library service needed in a learning society, public officials should:

- **Require that library research and information skills be taught as a new basic—providing instruction within the library program and in all subject areas at each level of elementary and secondary school.**
- **Establish more specific state standards for school libraries.**
- **Require school superintendents, boards, parents, teachers, and other interested people in every community to prepare a plan for developing school library resources, for using these resources effectively, and for coordinating services with public libraries in the community.**
- **Supply sufficient funds for school library programs so there are staff to coordinate the teaching of research and study skills in cooperation with teachers of English, social studies, science, mathematics, and other subjects.**
- **Provide funds for sufficient library books, audiovisual materials, magazines, computer software, and other materials to support teaching and learning and to permit participation by school libraries in library networks for sharing of resources.**
- **Earmark state educational funds for school library resources and program development.**
- **Ensure that each state education department has skilled school library media supervisory staff to provide needed statewide professional leadership.**
- **Require colleges and universities to provide future teachers with training in using libraries and library materials.**
- **Require that education programs for school administrators and other education specialists include training in the administration and supervision of school libraries.**
- **Target federal education funds to specific school library resource development programs, including those that use the new technologies and those that demonstrate exemplary services.**

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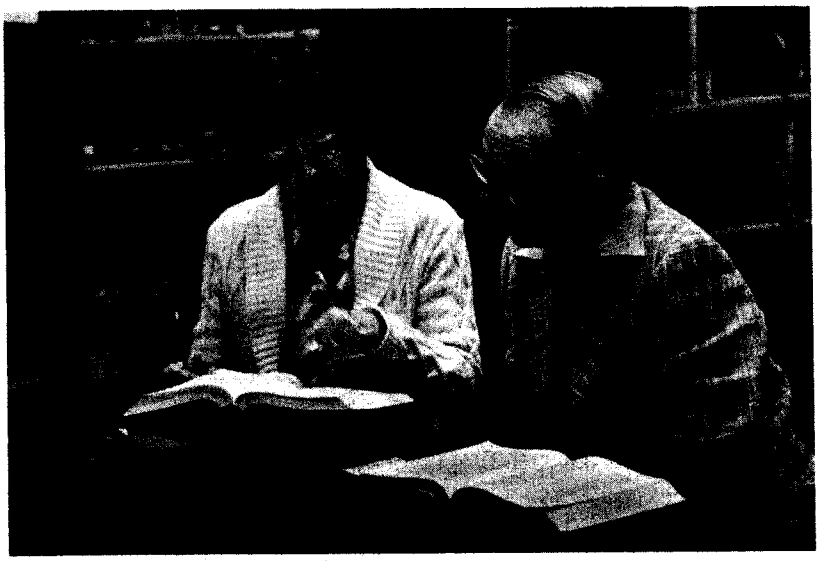

Reality #3: People in a Learning Society Need Libraries throughout Their Lives

A learning society is committed to ongoing educational growth for everyone and provides each individual with a choice among formal and informal providers of education. Science has lengthened our life spans, but we need a learning society to allow each of us to benefit fully from the biological gain of years. Each person requires the challenge of new ideas and new concepts in order to grow and develop throughout adulthood.

Our society is characterized by a ceaseless search for solutions to the critical problems that threaten our survival in this age of continuing change. Our learning society is also an information-based society. Each person needs the means to cope with the magnitude of data currently being generated.

Learning can take place in many settings. For millions of Americans, libraries are centers of learning. College and university libraries help learners of many ages who are enrolled in formal education. Educationally disadvantaged college students require remediation and library instruction so they can make the best use of library resources to develop their study skills. Corporate, government, and union libraries help people continue learning in a work-place setting. The public library is a learning center for all.

Through access to the ideas of the past and present, we gain the perspective essential for innovation. Inherent in the creation of all new knowledge, and its application, is the existence of a mechanism to collect, sift, organize, and distribute the products of a learning society. The mechanism that best responds to this need is the library. The library, therefore, must be free from restrictions which interfere with access to information.

New technology offers new formats for information and new ways of delivering information. Individuals must be technologically literate to participate fully in a learning society. *A Nation at Risk* states that twenty-three million American adults are functionally illiterate. For millions of Americans who have been left out or pushed out of formal education, the public library offers an optional, informal route to advancement. The library provides materials and programs that deal with both practical and cultural concerns, ranging from health information to modern philosophy. Literacy programs, materials for persons who are blind or disabled, and services for persons with limited proficiency in English help people of all ages. Library programs in correctional facilities, hospitals, nursing homes, and other institutions help residents understand themselves and gain a view of the outside world. Library programs also can contribute to the future productivity of those persons who return to the larger society.

The extent and quality of library resources and services vary greatly from community to community. In Colorado Springs, the public library extends services directly into more than a thousand homes equipped with microcomputers. In other communities the public library lacks a telephone. Some libraries offer services in modern, well-equipped new buildings. Others are housed in crowded, deteriorating buildings designed and built for an earlier age. Cooperation between libraries and literacy volunteers provides service for thousands of new readers, but demand exceeds capacity and many wait months to participate. Some libraries offer valuable assistance to users in developing research and study skills, while in other libraries service is minimal.

New technologies offer opportunities for solving such problems as the disintegration of books, documents, and films, and for sharing of information resources through computers. Libraries can cooperate to share resources if there is wise planning at local, state, and regional levels. This planning and cooperation depends upon the continuous collection and compilation of library statistics and other information by agencies of the states and the federal government. Sharing of library resources now is limited by inadequate staff, materials, and investments in technology. Constraints on sharing of services and of preserving valuable materials handicap us all.

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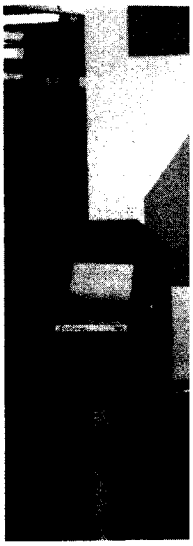

To enable libraries to respond to these needs, public officials should:

- **Fund public libraries so they can be easily accessible to all people and have the materials, staff, and buildings needed by people of all ages and all levels of schooling, whatever their interests or disabilities may be.**
- **Ensure that public library services are available without charge and without violation of the reader's right to privacy.**
- **Expand support for literacy training programs for adults.**
- **Appropriate state and federal aid (which is often extended by private sector grants) to provide microcomputers in every public, academic, and school library as part of integrated, comprehensive programs of technologically sound library service.**
- **Expand support for libraries and library services in hospitals, nursing homes, correctional facilities, and other institutions.**
- **Target funds for the preservation and conservation of research resources needed by present and future generations.**
- **Expect teachers to help their students become better library users. Demand that every academic and school library has bibliographic, library use, and study skills instruction as an integral part of the institution's curriculum.**

Reality #4: Public Support of Libraries Is an Investment in People and Communities

A democratic society depends upon the informed participation of its people. State and federal governments must ensure the right of all citizens to get information and resources for continued learning. Library services are important to the economy, the quality of life, the educational and intellectual activities, and the governments of our communities, our states, and our nation.

It is no coincidence that we are both a high technological society and a learning society. Information fuels economic development. Research and development depend upon access to information in many formats and locations. Few corporations can be self-sufficient in generating the information they need for development, but through their library staffs they can join in networks with other cooperating libraries and become both recipients and sharers of information. Libraries also provide men and women with the education and information they need to attain and hold jobs. Throughout their lives they can use library materials to improve and update their employment skills.

Library services also are important for sound government and the quality of community life. The library is objective in providing and stimulating a variety of opinions. It offers facts which stimulate ideas and ideas which encourage the public to discover new facts. In many communities the public library is the single cultural institution available to all people, irrespective of age, social condition, or educational attainment.

University, school, and public libraries are essential parts of our society's infrastructure. They support the work of scientists, professionals, and others engaged in research important for us all. The scholars who write texts for students need library resources to develop the ideas they wish to communicate. The atmosphere of open discussion which permeates many libraries provides people with space, opportunity, and time to present and test their ideas before the community.

Libraries share resources through the use of such new technologies as computerized databases and telecommunications. Escalating costs of telecommunications, however, are threatening the abilities of libraries to offer these benefits. Lower rates for library telecommunications are needed, following the pattern of United States library postal rates.

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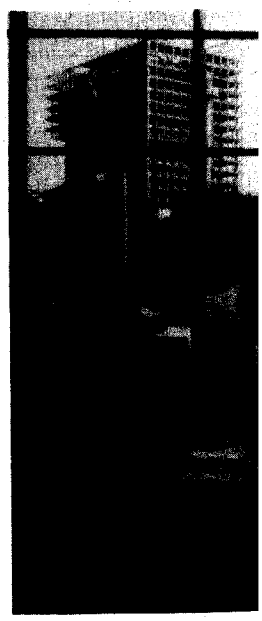

To ensure that libraries serve us all effectively, public officials should:

- **Appropriate funds for library services targeted toward individual and community needs for job information, literacy, and development as well as toward more general needs of library users.**
- **Demand excellence in their academic, institution, public, school, and special libraries.**
- **Supply each state library agency with the funds and staff needed to work with public officials and libraries of all types in planning services and sharing resources.**
- **Mandate that state and federal government documents and the products of government-sponsored research are available to all through library networks.**
- **Institute a library rate for telecommunications.**
- **Convene state and national conferences of library users, librarians, library policy makers, and public officials to assess the capacity of our libraries to serve the learning society, to measure the change which has taken place since the 1979 White House Conference on Library and Information Services, to encourage sound, long range, community-based planning for library services, and to initiate local, state and federal action to improve library services.**

Actions

The stake that we Americans have in our libraries matches today's public concern about education. *A Nation at Risk* and other reports have focused the nation's attention upon the imperative for educational reform. The four realities we have outlined make the following actions essential:

1. **State aid for public libraries must be increased so that library services are available to all people in the learning society.**
2. **State support for resource sharing must be increased, and additional aid must be provided to school and academic libraries to enable them to meet basic service needs and participate effectively in resource sharing.**
3. **Federal funds for library services must be increased through new initiatives in aid for elementary and secondary school libraries and through appropriations for the federal Library Services and Construction Act and the several library programs in the Higher Education Act.**
4. **Federal responsibilities for library statistical data and planning information must be assumed by the National Center for Education Statistics in cooperation with the state library agencies, state departments of education, and national organizations.**
5. **Local, state, and federal agencies developing human services and education programs—such as those concerned with the aging, public television, literacy improvement, day care centers, and the arts and humanities—should strengthen their programs by including librarians and libraries in their planning and program development.**
6. **Librarians, library boards, friends of libraries, parents, and educators should consider the recommendations which resulted from the *Libraries and the Learning Society* seminars sponsored by the U.S. Department of Education, and they should implement those which are needed to reshape and improve library services.**

Public response to *A Nation at Risk* indicates a nationwide concern and readiness for action to improve education. Within the last year more than half the state legislatures have increased state aid for schools, and over half have raised high school graduation requirements. States and communities have established uncounted commissions, committees, and task forces to examine and improve their schools. Attention to elementary and secondary schools constitutes an important beginning. With few exceptions, recognition of the value of libraries is missing from these educational reform efforts. Now it is essential to recognize these four realities of educational reform and act on them.

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The American Library Association is the oldest and largest library association in the world. Its nearly 40,000 members represent all types of libraries—state, public, school and academic, and special libraries serving persons in government, commerce, armed services, hospitals, prisons, and other institutions. The association is the chief advocate for the people of the United States to achieve and maintain high quality library and information services—by protecting the right to read, educating librarians, improving library services, and making information accessible to everyone.

In August, 1983, Brooke E. Sheldon, president of the American Library Association, appointed a task force to examine *A Nation at Risk: The Imperative for Educational Reform* in relation to ALA's goals and objectives and to develop creative strategies for the involvement of ALA and America's libraries in the reform of education.

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1984

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THE BICENTENNIAL OF THE BOARD OF REGENTS AND THE UNIVERSITY OF THE STATE OF NEW YORK

STATE LIBRARIAN
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12230

June 7, 1984

TO: Dr. Brooke E. Sheldon, President, American Library Association and Members of the Council of the American Library Association

FROM: The ALA Task Force on Excellence in Education

In accordance with a resolution adopted by the ALA Council in June 1983, we were appointed as a Task Force on Excellence in Education. We were asked to examine A Nation at Risk: The Imperative for Educational Reform in relation to ALA's goals and objectives and to develop creative strategies for the involvement of ALA and America's libraries in the reform of education. We also examined a number of other national studies of education. A Nation at Risk and the other studies generally ignore the role of libraries in the reform of education. We have prepared Realities: Educational Reform in a Learning Society to make clear the role of libraries.

Our basic recommendation is that ALA members, units, chapters and affiliated organizations take advantage of the national concern for education. ALA must work with elected and appointed public officials, and candidates for local, state, and national office to achieve for the users of school, college, and public libraries what is being achieved for the public schools in general. In the twelve months since release of A Nation At Risk, more than half the states have raised high school graduation requirement and hundreds of millions of dollars in increased school aid have been authorized in the states. These are impressive results but other action is needed.

Realities is designed to complement and assist educational reform efforts in which thousands of ALA members are participating. Realities, therefore, speaks to public decision makers and others who provide resources to libraries. It will be effective only if ALA members use it with elected officials, other decision-makers, candidates, and others in ways that will encourage them to think about the importance of libraries.

Our examination of ALA's goals statement indicates the need for Council action by adding the following priority to the Goals and Priorities statement:

> ALA will promote the creation, maintenance, and enhancement of a learning society, encouraging its members to work with educators, government officials, and organizations in coalitions to initiate and support comprehensive efforts to assure that school, public, academic, and special libraries in every community cooperate to provide life-long learning services to all.

We recommend that Council adopt this priority in June 1984 as a clear signal of ALA's concern for the place of library service in the learning society.

We recommend that each member of ALA read Realities and A Nation at Risk. We also recommend that each ALA unit and chapter develop for our colleagues in education, government, and other national organizations the materials, guides, and actions that will help them understand the potential of library services and the need for action on their part to sustain and enhance those services. Materials and guides should also be useful to the citizens who are concerned with education and library services.

For instance, we need a single, attractive, and informative brochure providing basic information about school libraries in a form that will enable the public to judge the strengths and weaknesses, the adequacy or the needs, and the achievements of the nearest school library.

We need similar publications on academic, institution, public, special, and state libraries. "Evaluating Children's Services" by Diana Young in Public Libraries, Spring 1984 (pages 20-23), an excellent librarian's tool, might be turned into a guide for the interested parent or voter. Divisions and chapters can best prepare the materials needed by specific audiences to share our concern for good library service. Throughout our work we have heard repeatedly a call for information about "model" services that will increase public understanding of the need for library services.

Other ALA Action to Date

ALA members are active in the reform of education throughout the nation. A Nation at Risk was published in April 1983 as a report of the National Commission on Excellence in Education appointed by Secretary of Education Terrel H. Bell. A May 1984 report of the U.S. Department of Education, The Nation Responds: Recent Efforts to Improve Education, details action taken in reform of education over the past twelve months and describes the work of task forces in every state and in national organizations. ALA members are participating in many of these task forces.

Late in 1983 the U.S. Department of Education launched the "Libraries and the Learning Society" project, in which presidents and executives of three ALA divisions and representatives of other national organizations exercised leadership in examining the ways all types of libraries could help implement the recommendations in A Nation at Risk. The ALA divisions include the American Association of School Librarians, the Association of College and Research Libraries, and the Public Library Association. The other national organizations include the American Association for Information Science, the Association for Library and Information Science Education, and the Special Libraries Association. We have followed the "Libraries and the Learning Society" project closely. We believe the final report of the project (to be published soon by the U.S. Department of Education) will include important recommendations that librarians and library policy makers should consider as a means of improving library services.

Five ALA members (Richard M. Dougherty, Jane Anne Hannigan, James W. Liesener, Peggy Sullivan, and Douglas L. Zweizig) were asked to prepare discussion papers for a series of conferences held as part of the "Libraries and the Learning Society" project. We are pleased that ALA is publishing the five discussion papers: Libraries and the Learning Society: Papers in Response to "A Nation At Risk" (ALA, 1984).

The Opportunity

All librarians have an unparallelled opportunity to help shape changes in education, to emphasize the importance of libraries in the lives of students and all members of our society, and to get the added resources our libraries need. Practical steps taken now by ALA units and chapters can help ALA members and others take advantage of this opportunity. Realities and the materials prepared by units and chapters should be useful in the contacts each ALA member should make with officials, candidates, and colleagues in professional and community organizations.

We appreciate the opportunity of serving on the task force. We are pleased to present this report of the ALA President's Task Force on Excellence in Education.

The Task Force on Excellence in Education

Joseph F. Shubert, Chair, New York State Library
Rebecca T. Bingham, Jefferson County, Kentucky, Public Schools
Elizabeth B. Day, Santa Barbara, California, Public Schools
William DeJohn, MINITEX
Richard M. Dougherty, University of Michigan Libraries
Virginia H. Mathews, Library Professional Publications, Connecticut
Donald Sager, Milwaukee Public Library
Peggy Sullivan, Northern Illinois University
Eileen D. Cooke, ALA Staff Liaison, ALA Washington Office

Attachments

1. Realities: Educational Reform in a Learning Society
2. A list of recent reports and books important to librarians concerned with educational reform

cc: Presidents and executive directors of divisions
The ALA Executive Board
The ALA Executive Director

1.1

Draft Resolution
Proposed to the
Council of the American Library Association
Dallas, Texas
June 1984

RESOLUTION REGARDING ALA PRIORITY FOR
LIBRARIES AND THE "LEARNING SOCIETY"

WHEREAS, the American Library Association shares the concern of the National Commission on Excellence in Education to have schools, colleges, libraries, and other educational institutions adequate to meet the needs of a learning society; and

WHEREAS, school and academic libraries play a central role in the educational communities they serve and

WHEREAS, the nation's public libraries are a primary site for the American people to address lifelong learning needs; and

WHEREAS, the American Library Association has pledged the support of school, public, academic, and special librarians in helping to reform American education and

WHEREAS, the Association, librarians, and library trustees must be among the organizations and professions included from the earliest stages of deliberation on educational reform and the support of the learning society; and

WHEREAS, the goals and priorities of the Association direct the activities of the Association; NOW THEREFORE, BE IT

6-25-84

RESOLVED, that the Association will include the following ~~priority~~ goal as part of its statement of goals ~~and priorities~~:

ALA will promote the creation, maintenance and enhancement of a learning society, encouraging its members to work with educators, government officials and organizations in coalitions to initiate and support comprehensive efforts to assure that school, public, academic, and special libraries in every community cooperate to provide lifelong learning services to all.

2004-2005 CD# 31.2

ALA HEAD TO 2010

DRAFT STRATEGIC PLAN

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

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

Vision:
ALA is the leading advocate for:

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

Key Action Areas:

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

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

GOALS AND OBJECTIVES

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

Goal Area I: Advocacy/Value of the Profession

Goal Statement: ALA and its members are the leading advocates for libraries and the library profession.

Strategic Objectives:

1. Increase support for research and evaluation to provide evidence regarding the value and impact of libraries.
2. Increase public awareness of the value and impact of libraries of all types.
3. Increase public awareness of the value and impact of librarians and library staff.
4. Mobilize, support and sustain grassroots advocacy for libraries and library funding at local, state, and federal levels.
5. Increase collaboration on securing legislation favorable to libraries.
6. Increase public awareness of the importance of intellectual freedom and privacy, and the role of libraries in a democracy.

Goal Area II: Education

Goal Statement: Through its leadership, ALA ensures the highest quality graduate and continuing education opportunities for librarians and library staff.

Strategic Objectives:

1. Ensure that accreditation standards reflect the needs and core values of the profession.
2. Increase availability of and access to continuing education and continuous learning opportunities for librarians and library staff.

OVER

3. Make ALA continuing education programs and publications affordable and accessible in a wide variety of media and formats.
4. Establish standards for educational programs for library support staff.

Goal Area III: Public Policy

Goal Statement: ALA plays a key role in the formulation of national and international policies that affect library and information services.

Strategic Objectives:

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

Goal Area IV: Building the Profession

Goal Statement: ALA is a leader in recruiting and developing a highly qualified and diverse library work force.

Strategic Objectives:

1. Increase leadership development opportunities for librarians and library staff.
2. Increase the diversity of the library profession and workforce to reflect a changing population.
3. Support nationwide efforts to increase recruitment and retention of librarians and library staff
4. Support efforts to increase career development opportunities for all librarians and library staff.
5. Through ALA-APA, advocate for improved compensation for librarians and library staff.

Goal Area V: Membership

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

Strategic Objectives:

1. Increase the value of the Association to its members through identifying and responding to changing member needs.
2. Increase opportunities for association involvement that is customized to individual interests
3. Increase opportunities for electronic and virtual involvement in association activities.
4. Provide high quality programs, workshops, and publications in print and electronic format.
5. Effectively communicate the value of association, division and round table membership.

Goal Area VI: Organizational Excellence

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

Strategic Objectives:

1. Increase ALA's ability to respond effectively to a changing environment.
2. Increase the amount and diversity of revenue sources to support ALA programs and services and meet current and future member needs.
3. Continuously improve ALA's technology capabilities in order to achieve the association's goals and meet member needs.
4. Increase and improve communications, cooperation and collaboration throughout the association, its divisions and round tables.
5. Provide greater opportunities for more members to assume leadership positions within the organization.
6. Strengthen efforts to recruit and retain members.

End of Section

1.3.1 Core Organizational Values

The Association is committed to:

- Extending and expanding library services in America and around the world
- All types of libraries – academic, public, school and special
- All librarians, library staff, trustees and other individuals and groups working to improve library services
- Member service
- An open, inclusive, and collaborative environment
- Ethics, professionalism and integrity
- Excellence and innovation
- Intellectual Freedom
- Social responsibility and the public good

(See “Policy Reference File”: ALA Strategic Plan 2011-2015, 2009-2010 ALA CD#36.2)

End of Section

Based on ALA CD#36.2, ALA Strategic Plan 2011-2015, submitted by the ALA Executive Board and adopted as amended by the ALA Council at the 2010 ALA Annual Conference, the Policy Monitoring Committee recommended, and the ALA Council approved the reversion of Policy 1.4 into the *ALA Policy Manual* as follows:

1.4 Key Action Areas:
ALA is committed to eight (8) **Key Action Areas** as guiding principles for investment of energies and resources:

- **Advocacy for Libraries and the Profession**
  The association actively works to increase public awareness of the crucial value of libraries and librarians, to promote state and national legislation beneficial to libraries and library users, and to supply the resources, training and support networks needed by local advocates seeking to increase support for libraries of all types.

- **Diversity**
  Diversity is a fundamental value of the association and its members, and is reflected in its commitment to recruiting people of color and people with disabilities to the profession and to the promotion and development of library collections and services for all people.

- **Education and Lifelong Learning**
  The association provides opportunities for the professional development and education of all library staff members and trustees; it promotes continuous, lifelong learning for all people through library and information services of every type.

- **Equitable Access to Information and Library Services**
  The Association advocates funding and policies that support libraries as great democratic institutions, serving people of every age, income level, location, ethnicity, or physical ability, and providing the full range of information resources needed to live, learn, govern, and work.

- **Intellectual Freedom**
  Intellectual freedom is a basic right in a democratic society and a core value of the library profession. The American Library Association actively defends the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment.

- **Literacy**
  The ALA assists and promotes libraries in helping children and adults develop the skills they need-the ability to read and use computers-understanding that the ability to seek and effectively utilize information resources is essential in a global information society.

- **Organizational Excellence**
  The association is inclusive, effective and responsive to the needs of ALA members.

- **Transforming Libraries**
  ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment.

(Approved annually since 1997 by the ALA Council as the “programmatic priorities” of the Association. See “Policy Reference File”: ALA Strategic Plan 2011-2015, ALA CD#36.2)

End of Section

CD #13.0

ALA FY 2005
The Year in Review

and Looking Forward

Presented by Teri Switzer,
ALA Treasurer
2006 Midwinter Meeting

January 24, 2006

San Antonio, TX

Looking Ahead to 2010

"ALA is the leading advocate for the value of libraries and librarians in connecting people to recorded knowledge in all forms and the public's right to a free and open information society."

Vision statement from ALA: Ahead to 2010

ALA Action Goals- FY2005

- Access to Information
- Legislation/Funding
- Intellectual Freedom
- Public Awareness
- Personnel Resources
- Library Services, Development & Technology

Financial & Programmatic Highlights

- Successful ACRL Division National Conference
- Successful ALA Conferences with Net Revenue of $2.1million
  - Boston and Chicago
- Successful Publishing program with net revenue of $2.3 million
- Authorized $1.5 million for the purchase of the Washington Office property
- Increased royalties from Choice ($105k) and Booklists ($209k)
- Paid off CIPA loan
- Paid off CDA loan
- Strong performance in Long Term Investment Fund
  - Spectrum Family of funds now 13.2% of portfolio
  - Awards now 15.0% of portfolio
  - Division now 13.4 % of portfolio
- ALA Staff looked at its crystal ball and made adjustments of $1.0 million in expenses to offset revenue shortfall

Financial Results
Revenues & Expenses

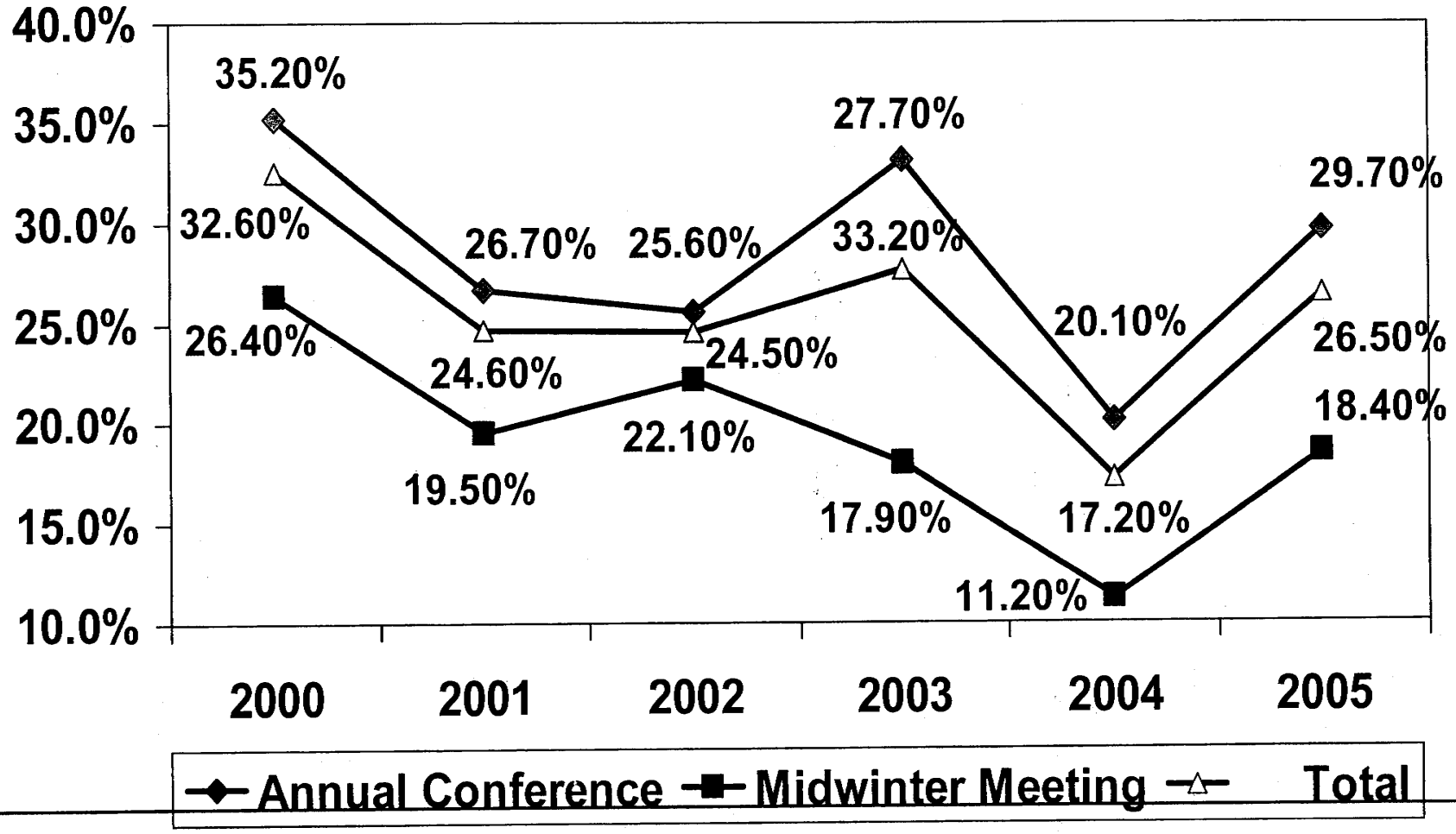
Total ALA	2005	2004	$^	%^
Revenue	$43,839,000	$45,384,000	$(1,545,000)	-3.4%
Expenses	$43,019,000	$43,126,000	$ (107.000)	-.02%
Net Operating Revenue	$ 820,000	$ 2,258,000	$(1,438,000)	-63.7%

Notes:

- Strong MW meeting and Annual Conference, but only one Division conference
- Fewer contributions
- Flat dues revenues
- Good book sales
- Decline in federal grants
- Increase in licensing agreements and electronic products

Conferences Net Margin

(Revenues minus Expenses)



Financial Results
Divisions & Round Tables

Divisions	2005	2004	$^
Revenue	**$11,640,000**	**$12,912,000**	**$ (1,272,000)**
Expenses	**$11,106,000**	**$11,629,000**	**$ (523,000)**
Net Revenue	**$ 534,000**	**$ 1,283,000**	**$ (749,000)**
Round Tables			
Revenue	$ 318,639	$ 302,000	$ 16,639
Expenses	$ 242,835	$ 245,000	$ (2,165)
Net Revenue	$ 75,804	$ 57,000	$ 18,804

Concerns and Challenges

- Library funding is still tenuous.
- Sarbanes-Oxley trickling into non-profit sector.
- Massive Medicare and Social Security funding requirements.
- $tate of the art (technology) is changing at an accelerating pace.
- Personal savings turned negative in 2005
- Finalizing the ALAhead 2010 financial plan

Economic Environment 2006

- Overall economic growth likely will slow
- Project 2.4% CPI
- Slower consumer spending
- Oil prices will peak first quarter
- Do not expect tightening of labor markets
- Uncertainty continues in the financial markets
- DJIA ended 2005 essentially flat down –0.6%

FY 2007 ALA Budget Plans

- **FY 2007 budget will support:**
  - Key Action Areas
  - ALAHead 2010 Goals
  - Support for unit and divisional programmatic and member goals
  - Support for ALA organizational goals
    - General Fund net revenue = $250k
    - 4% growth in membership
    - Implement member suggestions for efficiency
- **Zero percent increase over 2005**

The future is not going to be made tomorrow. Instead it is being made today.

Acknowledgements

Throughout this presentation the Treasurer's office has utilized the graphic illustrations of artist-illustrators (3) from "Library Art 2," who donated their illustrations to ALA via the ALA Store in order to make them available to librarians and educators to promote libraries, literacy and reading. They are as follows:

- Phil Bliss
- Art Glazer
- Russell Thurston

FY 2007 Programmatic Priorities

- Diversity
- Equitable Access to Information and Library Services
- Education and Lifelong Learning
- Intellectual Freedom
- Advocacy for Libraries and the Profession
- Literacy
- Organizational Excellence

End of Section

Based on ALA CD#36.2, ALA Strategic Plan 2011-2015, submitted by the ALA Executive Board and adopted as amended by the ALA Council at the 2010 ALA Annual Conference, the Policy Monitoring Committee recommended, and the ALA Council approved the reversion of Policy 1.5 into the *ALA Policy Manual* as follows:

1.5 Goals and Objectives:

*The **Goals and Objectives** represent strategic areas of focus for the next three to five years. The goals articulate the outcomes ALA would like to achieve and answer the question, "What will constitute future success?" The achievement of each goal will move the organization toward realization of its envisioned future. The goals are not necessarily identified in priority order.*

> *Objectives provide direction on how ALA will accomplish its articulated goals. Objectives are considered in the 3-5 year planning horizon.*

Goal Area: Advocacy, Funding and Public Policy

Goal Statement: ALA equips and leads advocates for libraries, library issues and the library profession, and plays a key role in formulating legislation, policies and standards that affect library and information services.

Strategic Objectives:

1. Increase public awareness of the value and impact of all types of libraries and the important role of librarians and other library staff.

2. Increase research and evaluation documenting the value and impact of all libraries.

3. Increase resources and training for advocates seeking to secure increased funding and support for all libraries.

4. Lead advocacy for crucial library issues such as literacy, intellectual freedom, privacy, fair use, preservation of our cultural heritage, information literacy, equity of access, and permanent no fee public access to government information.

5. Increase ALA's role in the formulation of library-related local, state, national, and international legislation, policies and standards.

6. Increase collaboration and alliances with organizations at all levels to advance legislation and public policy issues affecting libraries, librarians and information services.

7. Use new technologies to build greater public understanding and support for libraries of all types.

Goal Area: Building the Profession

Goal Statement: ALA promotes excellence and diversity in the library field.

Strategic Objectives:

1. Ensure that library education and training reflect the core values of the profession and the needs of the communities served by libraries of all types.

2. Increase the availability of and access to continuing education, career development and certification opportunities for librarians, library staff, trustees and library advocates.

3. Provide increased leadership and career development opportunities for Library and Information Science students.

4. Increase the diversity of the library workforce to reflect an increasingly diverse national and global community.

5. Increase ALA activities to assist libraries in recruiting, developing and retaining a high-quality, diverse library workforce.

Goal Area: Transforming Libraries

Goal Statement: ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment.

Strategic Objectives:

1. Increase opportunities to share innovative practices and concepts across the profession, nationally and internationally, and among all libraries.

2. Increase recognition of and support for experimentation with innovative and transformational ideas.

3. Help libraries make use of new and emerging technologies by promoting and supporting technological experimentation and innovation.

4. Increase leadership development and training opportunities designed to support the ongoing transformation of libraries.

Goal Area: Member Engagement

Goal Statement: ALA provides an environment in which all members, regardless of location or position, have the opportunity to participate in, contribute to, and benefit from engagement in their association.

Strategic Objectives:

1. Increase member and staff innovation and experimentation in the creation of new opportunities for face to face and virtual engagement.

2. Increase member engagement by identifying and eliminating barriers to participation and through technological innovation.

3. Develop new models to recognize member contributions in a changing association.

4. Continue to enhance a web presence that engages members and the public.

Goal Area: Organizational Excellence

Goal Statement: ALA operates effectively, efficiently, creatively and in a socially responsible fashion to accomplish its mission.

Strategic Objectives:

1. Develop and sustain the resources required to ensure the vitality of the association, its programs and services.

2. Enhance the association's organizational structure to meet the changing needs of members, libraries and the users they serve.

3. Assess and continuously improve products and services to better serve current members and to attract new members.

4. Strengthen support for and collaboration with Chapters and Affiliates.

(See "Policy Reference File": ALA Strategic Plan 2011-2015, ALA CD#36.2)

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: MEMBERSHIP *Item Number:* 212.2

Approved by: ALA Executive Board *Page:* 1 *of* 1

Issue Date: July, 1958 *Supersedes:*

Honorary membership

It was agreed that honorary membership must be meaningful and, therefore, limited, and that only ALA honorary members should be made honorary members of the divisions, and the Board approved as policy the following statement:

> "That the ALA Executive Board, which, according to Bylaw Article 1, Section 1, A, ~~4~~ 5, has the sole authority to nominate honorary members, give consideration to the candidates for such membership recommended to it by the board of directors of such divisions. If such persons are elected to honorary ALA membership, the divisions may make them honorary members."

AMERICAN LIBRARY ASSOCIATION

Item:	MEMBERSHIP	*Item Number:*	212.2.1
Approved by:	ALA Executive Board	*Page:*	1 of 1
Issue Date:	March, 1960 Amended January 1973	*Supersedes:*	

Honorary membership

Persons nominated by the Executive Board and elected for life by the Council. (Bylaws 1, Section 1-(b).)

A-5

General Statement

Honorary membership may be conferred on a living citizen of any country whose contribution to librarianship or a closely related field is so outstanding that it is of lasting importance to the advancement of the whole field of library service. It is intended to reflect honor upon the ALA as well as upon the individual.

In order to make more meaningful this highest honor the Association bestows upon an individual, election shall be held at the Midwinter Meetings with presentation at the First General Session of the following Annual Conference.

Supplementary Guide

1. To be eligible for honorary membership, a person should be so outstanding that there can be no question about his suitability.

2. Honorary membership should be conferred for a significant contribution to librarianship or a closely related field rather than as a reward for "a job well done."

3. The designation should recognize the contribution of an individual per se, rather than an individual representing the accomplishments of many.

4. The person elected to honorary membership should be of such caliber as to reflect honor upon the ALA by this designation.

5. Honorary membership should be conferred because of a contribution of more than passing importance and interest and of more than local or limited achievement. It should not be conferred because of momentary enthusiasm.

6. A citizen of any country is eligible for honorary membership.

7. The recipient may be a librarian or a person in a related field.

8. Only a living person should be considered for honorary membership.

9. Potential candidates are not likely to be numerous at any one time.

EXHIBIT 7

Report of the Executive Board Committee on Honorary Members, Special Nominations and Assignments

Approved by Executive Board, June, 1979

The Committee recommends that the criteria for Honorary Membership be revised as follows. The criteria were originally a part of Policy 212.2.1, now replaced by the quite brief Policy 2.1 in the Policy Manual.

Honorary membership

Persons nominated by the Executive Board and elected for life by the Council. BylawsI, Section 1 A6 and Section 2 A6.

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5. The recipient may be a librarian or a person in a related field.

The changes made by the committee are as follows:

1. Rewritten second paragraph of General Statement.
2. In the Supplementary Guide we have eliminated the old paragraphs 6, 8 & 9 and have amalgamated the old paragraphs 2 & 5 into the present paragraph 4.

Kathleen Molz, Norman Horrocks
and Eric Moon, chair.

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: MEMBERSHIP *Item Number:* 212.3

Approved by: ALA Executive Board *Page:* 1 *of* 1

Issue Date: July, 1966 *Supersedes:*

Membership - suspension of

VOTED, That the Executive Board shall suspend from membership in the Association any member who has been found by competent government authority to have violated any federal, state, or local civil rights law, such suspension to continue until such time as the Executive Board has been satisfied that the member is in full compliance with the law.

FURTHER, That the Executive Board forward signed complaints involving alleged illegal discrimination by libraries to appropriate federal, state and local agencies for investigation and action after having satisfied itself that such complaints are not part of a program of harassment.

See also - Policy Number 101.1 CIVIL RIGHTS - Discrimination - racial
Policy Number 202.5 CHAPTERS - Status of Chapters - dues unpaid

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: MEMBERSHIP *Item Number:* 212.2

Approved by: ALA Executive Board *Page:* 1 *of* 1

Issue Date: July, 1958 *Supersedes:*

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AMERICAN LIBRARY ASSOCIATION

Item:	MEMBERSHIP	*Item Number:*	212.2.1
Approved by:	ALA Executive Board	*Page:*	1 of 1
Issue Date:	March, 1960 Amended January 1973	*Supersedes:*	

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Kathleen Molz, Norman Horrocks
and Eric Moon, chair.

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: MEMBERSHIP *Item Number:* 212.3

Approved by: ALA Executive Board *Page:* 1 *of* 1

Issue Date: July, 1966 *Supersedes:*

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Policy Number 202.5 CHAPTERS - Status of Chapters - dues unpaid

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: LIBRARY TRUSTEES *Item Number:* 108.1.1

Approved by: Executive Board *Page:* 1 *of* 1

Issue Date: June 29, 1975 *Supersedes:*

TRUSTEES AND ALA

VOTED, That the ALA reaffirms its interest in building a strong lay membership component of the Association in order to provide more effective leadership and guidance for American Libraries.

End of Section

AMERICAN LIBRARY ASSOCIATION

Item:	LIBRARY TRUSTEES	*Item Number:*	108.2
Approved by:	ALA Council	*Page:*	1 *of* 1
Issue Date:	January, 1971	*Supersedes:*	

Fair representation on library boards

WHEREAS, The right to fair representation at the policy/legislative level is the inherent right of those served by public facilities, and

WHEREAS, Non-representative homogeneity is prevalent in the composition of numerous national, state, and local governing boards, and

WHEREAS, There is now no consistent policy to insure said representation, be it hereby

RESOLVED, That the American Library Association vigorously supports fair geographic and socio-economic representation of the total public served in the composition of all library governing boards and further that the ALA responsibly so communicate its position to all known officials empowered to make appointments to library governing boards.

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: LIBRARY TRUSTEES *Item Number:* 108.1

Approved by: American Association of Library Trustees (American Library Trustee Association), Public Library Association *Page:* 1 *of* 1

Issue Date: January, 1959 *Supersedes:*

Participation in ALA

The American Library Association recognizes the Library Trustee as the policy maker of the public library. An informed and enthusiastic library trustee doubles in value to the library and the community when encouraged to participate in ALA Conferences and meetings. The expenses incurred by attendance and participation in the American Association of Library Trustees*and the ALA are a legitimate and desirable budget expenditure of the local public library and should be reimbursed whenever possible.

*The name of American Association of Library Trustees was changed to the American Library Trustee Association in 1960.

End of Section

AMERICAN LIBRARY ASSOCIATION

Item: LIBRARY TRUSTEES *Item Number:* 108.1.1

Approved by: Executive Board *Page:* 1 *of* 1

Issue Date: June 29, 1975 *Supersedes:*

TRUSTEES AND ALA

VOTED, That the ALA reaffirms its interest in building a strong lay membership component of the Association in order to provide more effective leadership and guidance for American Libraries.

End of Section

AMERICAN LIBRARY ASSOCIATION

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2010 ALA Annual Conference

American Library Association

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2011-2015

Adopted by the ALA Executive Board, April 25, 2010

Adopted by the ALA Council, June 28, 2010

Core ideology *describes an association's consistent identity that transcends all changes related to its relevant environment. It consists of two elements -* ***core purpose*** *– the association's reason for being – and* ***core values*** *– essential and enduring principles that guide an association in creating its culture and making decisions.*

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

Mission:

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

Core Organizational Values

The Association is committed to:

- Extending and expanding library services in America and around the world
- All types of libraries - academic, public, school and special
- All librarians, library staff, trustees and other individuals and groups working to improve library services
- Member service
- An open, inclusive, and collaborative environment
- Ethics, professionalism and integrity
- Excellence and innovation
- Intellectual freedom
- Social responsibility and the public good

Key Action Areas

ALA is committed to seven ***Key Action Areas*** *as guiding principles for investment of energies and resources:*

Advocacy for Libraries and the Profession

The association actively works to increase public awareness of the crucial value of libraries and librarians, to promote state and national legislation beneficial to libraries and library users, and to supply the resources, training and support networks needed by local advocates seeking to increase support for libraries of all types.

Diversity

Diversity is a fundamental value of the association and its members, and is reflected in its commitment to recruiting people of color and people with disabilities to the profession and to the promotion and development of library collections and services for all people.

Education and Lifelong Learning

The association provides opportunities for the professional development and education of all library staff members and trustees; it promotes continuous, lifelong learning for all people through library and information services of every type.

Equitable Access to Information and Library Services

The Association advocates funding and policies that support libraries as great democratic institutions, serving people of every age, income level, location, ethnicity, or physical ability, and providing the full range of information resources needed to live, learn, govern, and work.

Intellectual Freedom

Intellectual freedom is a basic right in a democratic society and a core value of the library profession. The American Library Association actively defends the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment.

Literacy

The ALA assists and promotes libraries in helping children and adults develop the skills they need-the ability to read
and use computers-understanding that the ability to seek and effectively utilize information resources is essential in a global information society.

Organizational Excellence

The association is inclusive, effective and responsive to the needs of ALA members.

Transforming Libraries

ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment.

*The **Goals and Objectives** represent strategic areas of focus for the next three to five years. The goals articulate the outcomes ALA would like to achieve and answer the question, "What will constitute future success?" The achievement of each goal will move the organization toward realization of its envisioned future. The goals are not necessarily identified in priority order.*

> *Objectives provide direction on how ALA will accomplish its articulated goals. Objectives are considered in the 3-5 year planning horizon.*

Goals and Objectives

Goal Area: Advocacy, Funding and Public Policy

Goal Statement: ALA equips and leads advocates for libraries, library issues and the library profession, and plays a key role in formulating legislation, policies and standards that affect library and information services.

Objective (1): Increase public awareness of the value and impact of all types of libraries and the important role of librarians and other library staff.

Objective (2): Increase research and evaluation documenting the value and impact of all libraries.

Objective (3): Increase resources and training for advocates seeking to secure increased funding and support for all libraries.

Objective (4): Lead advocacy for crucial library issues such as literacy, intellectual freedom, privacy, fair use, preservation of our cultural heritage, information literacy, equity of access, and permanent no fee public access to government information.

Objective (5): Increase ALA's role in the formulation of library-related local, state, national, and international legislation, policies and standards.

Objective (6): Increase collaboration and alliances with organizations at all levels to advance legislation and public policy issues affecting libraries, librarians and information services.

Objective (7) Use new technologies to build greater public understanding and support for libraries of all types.

Goal Area: Building the Profession

Goal Statement: ALA promotes excellence and diversity in the library field.

Objective (1): Ensure that library education and training reflect the core values of the profession and the needs of the communities served by libraries of all types.

Objective (2): Increase the availability of and access to continuing education, career development and certification opportunities for librarians, library staff, trustees and library advocates

Objective (3): Provide increased leadership and career development opportunities for Library and Information Science students

Objective (4): Increase the diversity of the library workforce to reflect an increasingly diverse national and global community.

Objective (5): Increase ALA activities to assist libraries in recruiting, developing and retaining a high-quality, diverse library workforce.

Goal Area: Transforming Libraries

Goal Statement: ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment.

Objective (1): Increase opportunities to share innovative practices and concepts across the profession, nationally and internationally, and among all libraries.

Objective (2): Increase recognition of and support for experimentation with innovative and transformational ideas.

Objective (3) Help libraries make use of new and emerging technologies by promoting and supporting technological experimentation and innovation.
Objective (4): Increase leadership development and training opportunities designed to support the ongoing transformation of libraries.

Goal Area: Member Engagement

Goal Statement: ALA provides an environment in which all members, regardless of location or position, have the opportunity to participate in, contribute to, and benefit from engagement in their association.

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Objective (2): Increase member engagement by identifying and eliminating barriers to participation and through technological innovation.

Objective (3): Develop new models to recognize member contributions in a changing association.

Objective (4): Continue to enhance a web presence that engages members and the public.

Goal Area: Organizational Excellence

Goal Statement: ALA operates effectively, efficiently, creatively and in a socially responsible fashion to accomplish its mission.

Objective (1): Develop and sustain the resources required to ensure the vitality of the association, its programs and services.

Objective (2): Enhance the association's organizational structure to meet the changing needs of members, libraries and the users they serve

Objective (3): Assess and continuously improve products and services to better serve current members and to attract new members.

Objective (4): Strengthen support for and collaboration with Chapters and Affiliates.

Appendix:

> *The **envisioned future** conveys a concrete yet unrealized vision for the association. It consists of a **big audacious goal** – a clear and compelling catalyst that serves as a focal point for effort – and a **vivid description** – vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.*

Big Audacious Goal:

ALA builds a world where libraries, both physical and virtual, are central to life-long discovery and learning and where everyone is a library user.

Vivid Description of the Desired Future:

ALA is recognized as leading and supporting a continuous transformation of libraries of all types in response to the changing needs, expectations, demographics, and technologies of the populations they serve. Libraries and their staff are perceived as vital to the communities they serve; connecting people and ideas to each other and to the world.

All people have wide access to knowledge, information and their cultural heritage, when and where they need and expect it. Users are the primary advocates for libraries, recognizing library services as essential to learning and to individual and societal enrichment.

Libraries are widely recognized as key players in economic development, in building strong and vibrant communities, and in sustaining a strong democracy. Libraries are also recognized as an essential component of the educational system, providing critical youth literacy services, enriching formal education, and supporting lifelong learning. They are key providers of free and permanent public access to government information and e-government services.

School libraries are considered fundamental to a student's education and school librarians are seen as indispensable instructional leaders. Academic and research libraries and librarians are indispensable in advancing learning and scholarship and preserving our cultural heritage. Public libraries are recognized as the interactive place where people find the best resources, programming, and learning opportunities and use information to solve problems and build bridges between people. The services of libraries of all types are readily accessible and welcoming to all, including persons with disabilities.

Libraries collaborate effectively with each other, with museums, archives and other information providers to increase public access to information. They offer access to local and global resources in a vast variety of print and electronic

formats. Library users have access to physical libraries that serve as community learning centers, and online access to library resources 24 hours a day, and through a variety of technologies. Libraries embrace technology and are seen as trusted leaders in the information age

As a result, all types of libraries are adequately funded, librarianship is a sought after profession, librarians are leaders in the information community, information is accessible to all and all people in the United States are literate library users.

2009-2010 ALA CD#36.2
2010 ALA Annual Conference

American Library Association

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2011-2015

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Founding Purpose:

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

Mission:

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

Core Organizational Values

The Association is committed to:

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- All types of libraries - academic, public, school and special
- All librarians, library staff, trustees and other individuals and groups working to improve library services
- Member service
- An open, inclusive, and collaborative environment
- Ethics, professionalism and integrity
- Excellence and innovation
- Intellectual freedom
- Social responsibility and the public good

Key Action Areas

ALA is committed to seven ***Key Action Areas*** *as guiding principles for investment of energies and resources:*

Advocacy for Libraries and the Profession

The association actively works to increase public awareness of the crucial value of libraries and librarians, to promote state and national legislation beneficial to libraries and library users, and to supply the resources, training and support networks needed by local advocates seeking to increase support for libraries of all types.

Diversity

Diversity is a fundamental value of the association and its members, and is reflected in its commitment to recruiting people of color and people with disabilities to the profession and to the promotion and development of library collections and services for all people.

Education and Lifelong Learning

The association provides opportunities for the professional development and education of all library staff members and trustees; it promotes continuous, lifelong learning for all people through library and information services of every type.

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The Association advocates funding and policies that support libraries as great democratic institutions, serving people of every age, income level, location, ethnicity, or physical ability, and providing the full range of information resources needed to live, learn, govern, and work.

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The association is inclusive, effective and responsive to the needs of ALA members.

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ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment.

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> *Objectives provide direction on how ALA will accomplish its articulated goals. Objectives are considered in the 3-5 year planning horizon.*

Goals and Objectives

Goal Area: Advocacy, Funding and Public Policy

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