Resource Utilization to Assist School Librarians with Book Challenges
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Executive Summary

      For this capstone project, I partnered with the American Library Association (ALA), specifically the Office for Intellectual Freedom (OIF). The ALA is a member association for librarians and library professionals. Founded in 1876, the group claims the title of oldest (and largest) library association worldwide. The Office for Intellectual Freedom was formed in 1967 and focuses on implementing and supporting ALA policies regarding intellectual freedom. The OIF offers support for "anyone addressing a challenge to materials, programming, policy, or services. This support can look like their free consulting services, training, and public awareness campaigns, and published communications, including articles, the *Intellectual Freedom Manual*, and the *Journal of Intellectual Freedom and Privacy*.

      The ALA defines book challenges as "an attempt to remove or restrict materials, based upon the objections of a person or group." In 2021, the ALA reported an over 450% increase in book challenges over the previous year. Based on a recent report from the ALA's Office for Intellectual Freedom, the number of challenges reported to the association in 2022 hit 1,269; this is the highest number of attempted book bans since the inception of book challenge data collection over two decades ago. While the highest number of reported challenges from public libraries, the next highest number of reports come from challenges to school libraries. When talking to OIF leadership, notably Deborah Caldwell-Stone, in August, and then in additional conversations with Courtney Pentland, incoming president of the American Association of School Librarians (AASL) Board of Directors, the simple increase in the number of challenges is not the only issue. The challenges are often coming from organizations outside the local area, as either part of a state or national network, with messaging regarding "parental rights." Instead of

following school policies for book challenges, these groups typically circumvent the policies that involve librarians and local administrators and take their challenge straight to the school board or city council meetings. This project focused on considering ways OIF can assist school librarians preparing for, or navigating, book challenges.

When reviewing the literature, two significant themes came forward in regards to librarians addressing book challenges. The first, derived from interviews and personal essays from school librarians facing challenges to their collection, was utilizing community and peer networks to build resources and comradery. The second, coming from those same accounts but supplemented by additional studies, was the assets already in place through OIF. Using these two themes as frames, I pursued this qualitative study through the frames of asset-based design and formal/informal networks, using document review and interviews with ALA staff (representing OIF and AASL) and school librarians (members of the AASL board).

Based on the problem of practice and conceptual framework professional and learning networks and asset-based design, I examined the following questions:

- What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?
- What resources are currently in place for members experiencing a book challenge?
- How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?
- What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?

Findings

Research Question	Finding
What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?	• The division and office partner on education opportunities like webinars. They also take in feedback from members to ensure the programming is available based on the schedules of school librarians. • Members of AASL know to refer librarians facing a challenge to OIF for guidance; many also have specific pages on the ALA website they refer fellow librarians to, so they can navigate the website more effectively.
What resources are currently in place for members experiencing a book challenge?	• OIF has resources that can serve as at least a starting point for members preparing for, or facing, a book challenge. • The ALA website has many of the tools members need to prepare for potential challenges. • While tools are available on the ALA website, finding those tools is not intuitive for members.
How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?	• There are some current network tools in place through ALA. • State and regional spaces often drive connection for AASL members.
What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?	• Members are seeking clarity in the purpose of ALA to share within their current networks. • Librarians are seeking strategic advice.

Recommendations
- Continued OIF and AASL partnership on trainings and material development for school librarians.
- Develop a simplified use guide with links to the current pages with frequently used information.
- OIF meetings with state association leadership to understand current trends
- Establish state or regional annual "check-in" meetings

Organization Context

For this capstone project, I collaborated with the American Library Association (ALA), specifically the Office for Intellectual Freedom (OIF). The ALA is a member association for librarians and library professionals. Founded in 1876, the group claims the title of oldest (and largest) library association worldwide. Supporting their mission of promoting library services, the group is committed to five key action areas: diversity, equity of access, education/continuous learning, intellectual freedom and 21st century literacy (Admin, 2017). Essentially, the organization works to promote literacy and support library workers throughout the country by ensuring access to media and literature for all in a space where patrons are able to feel that their privacy is protected and their personal safety is respected. As a professional association, ALA serves all individuals and organizations with interests in library work. Individual members include librarians, students, support staff, "Friends of the Library" non-profit members, general supporters of public libraries, retired librarians, and board members or trustees. Organizational members include public libraries, academic libraries and archives, school districts, and corporations. This broad member base is not only served by the association, but also directly informs governance.

Due to this broad member base, there are many divisions within the association to address the different types of libraries. These include the American Association of School Librarians (AASL), the Association for Library Service to Children (ALSC), the Association of College and Research Libraries (ACRL), Core: Leadership, Infrastructure, Futures, Public Library Association (PLA), Reference and User Services Association (RUSA), United for Libraries, and the Young Adult Library Services Association (YALSA). While these divisions are part of ALA and ultimately report through the organization, they do have their own internal governing bodies and member structures. Divisions have hierarchies at state and regional levels.

Due to this complexity, members who participate at division levels may or may not engage with ALA as a larger organization, even though they must be a member of ALA to join the division.

There are several offices within the ALA that facilitate operations and align with the key action areas. These offices are Chapter Relations, Communications and Marketing, Development, International Relations, the Library and Information Resource Center, Accreditation, Diversity, Literacy and Outreach Services, Human Resources Development and Recruitment, Intellectual Freedom, ALA Governance, Public Programs, Publishing and Media, and Public Policy and Advocacy. For this project, given the problem in practice detailed in the following section, I partnered specifically with the Office of Intellectual Freedom (OIF).

The Office for Intellectual Freedom was formed in 1967 and focuses on implementing and supporting ALA policies regarding intellectual freedom. The OIF offers support for "anyone addressing a challenge to materials, programming, policy, or services" (Admin, 2023). This support can look like their free consulting services, training, and public awareness campaigns, and published communications, including articles, the *Intellectual Freedom Manual*, and the *Journal of Intellectual Freedom and Privacy*. There is also a community aspect that includes committees, a round table, the Freedom to Read Foundation (formed in 1969) and the State Intellectual Freedom Network; this supplements the staff of five, led by Deborah Caldwell-Stone, the OIF director. Caldwell-Stone served as my primary point of contact for this study.

Problem of Practice

The ALA defines book challenges as "an attempt to remove or restrict materials, based upon the objections of a person or group" (2022). In 2021, the ALA reported an over 450% increase in book challenges over the previous year (ALA, 2022). Based on a recent report from the ALA's Office for Intellectual Freedom (2023), the number of challenges reported to the

association in 2022 hit 1,269; the highest number of attempted book bans since the inception of the book challenge data collection over two decades ago (see Figure 1).

Figure 1
Book Challenges Reported to ALA Tracked by Year
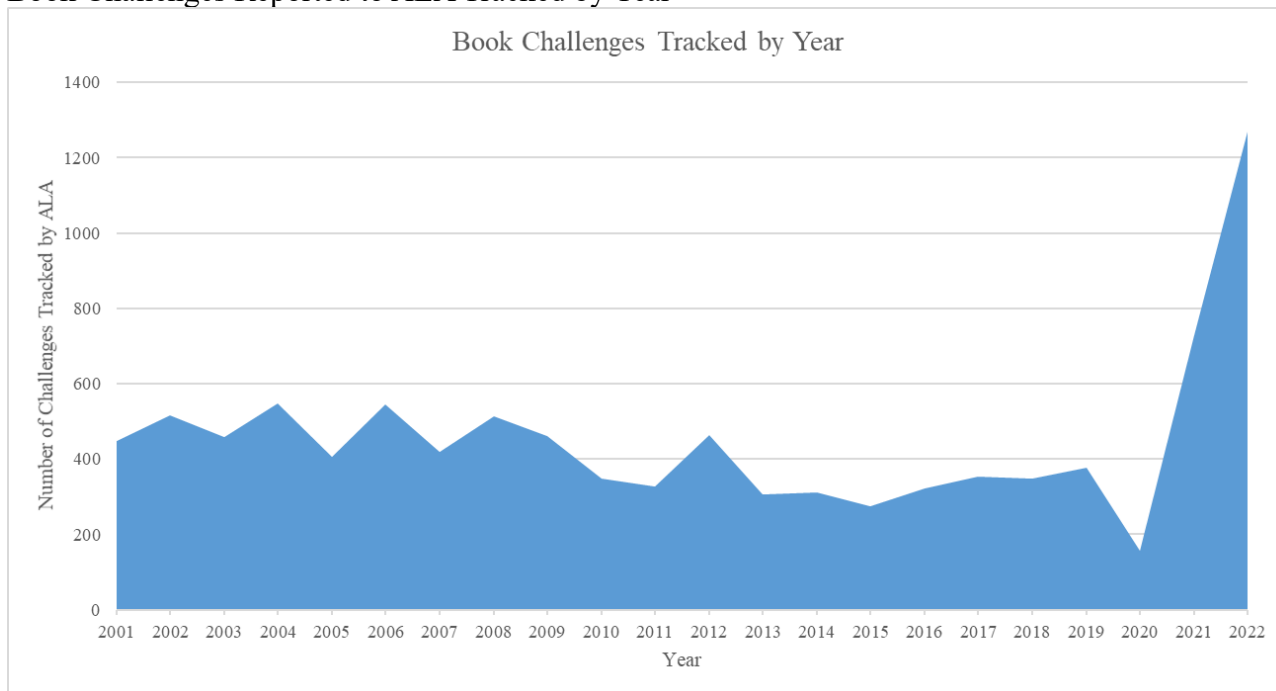
The spike in challenges has coincided with staffing shortages at the OIF with two of the four leadership positions unfilled from spring through late 2022 and growing political organization by book challengers.

Groups that are dominating the public conversation on materials challenges are showing consistency in messaging and unified purpose. One group serving as a driving force is Moms for Liberty. The organization is instrumental in distributing information that offers guidance on challenging books within the language arts curricula, including how to spread word to like-minded individuals that generates complaints to administrators and school boards. These materials often take passages out of context and omit current policies in place for public schools and libraries that allow space for parental choice and materials selection (Jensen, 2023).

During introductory calls for project development with Caldwell-Stone, she mentioned that member school librarians have stated that they feel ill-equipped to handle book challenges in the current political climate. Librarians request resources from OIF, which include canned responses and policy recommendations, but also direct guidance through the challenge process for librarians receiving challenges. When talking to OIF leadership, notably Deborah Caldwell-Stone, in August, and then in additional conversations with Courtney Pentland, incoming president of the American Association of School Librarians (AASL) Board of Directors, the simple increase in the number of challenges is not the only issue. The challenges are often coming from organizations outside the local area, as either part of a state or national network, with messaging regarding "parental rights." Instead of following school policies for book challenges, these groups typically circumvent the policies that involve librarians and local administrators and take their challenge straight to the school board or city council meetings. To address this new form of materials challenges, OIF and ALA need to understand what "ill-equipped" really means, and how to best offer resources to alleviate the issue for librarians facing literature and media challenges. And OIF has to do these things with a small staff balancing various other responsibilities.

Currently, the OIF offers individual consultations for schools and libraries facing these challenges, along with providing toolkits and materials for library professionals and more general audiences that want to support access to literature. The current system for responding to increasing challenges is draining ALA staff and deflecting resources away from developing initiatives that support the rest of the organization's mission. If this drain on resources continues, the organization risks losing membership or support from those it is trying to serve.

These concerns are validated by evidence available on social media. "Honestly, it'd just be great if all these 'resources' folks create to end book bans took a second to verify *what* ALA is doing because the answer is nothing. They don't answer the phone!!!!! Stop sending people to them" (Jensen 2022). A reply to this tweet posted the then open positions at OIF with "OIF website. Shared without comment" (Bromberg, 2022). While there are other groups doing work to fight book challenges, the ALA is uniquely poised to provide support to librarians due to their broad membership and specialization within divisions and offices. When considering the challenges to intellectual freedom, OIF has resources and history available to offer support and AASL has a direct line of communication to school librarians that need support. This study considered how the Office for Intellectual Freedom could create connection points with school librarians and increase utilization of the resources available.

Review of Literature

To "begin at the beginning," as Lewis Carroll wrote in Alice in Wonderland, I wanted to see how materials challenges got to the current state of dominating headlines and politicization of books. I guided my research by noting recurrent themes in media coverage, particularly by outlets that specialize in reporting on books and book culture. For example, the ongoing reporting at *Book Riot*, the largest independent book website covering North America, offered insight into immediate happenings, including funding restrictions, protests of book displays in libraries, and tactics used to create challenges in different locations across the Unites States. This supplemented the history of book challenges documented through the ALA, which I had used previously during my course of study, and I reference regularly in my non-academic work. Based on these initial impressions, I started my scholarly research with the history of book challenges, knowing that I was focused on libraries and books for K-12 education. Using the database search

feature through the Vanderbilt library, I first focused on the history and court precedents regarding book challenges. Then, I expanded my search, seeing what trends and developments I could find in curriculum development.

After my first search, I saw a different pattern to explore: librarians do not always feel supported by their administrators and/or school boards. My search yielded several articles about books pulled of the shelf due to administrators' own preferences or pressure from parents or school boards. This is in spite of the school or district reconsideration policy, a documented process to handling formal complaints of library or school materials. The circumvention of policy demonstrates an example of the increased politicization of public education and school governance. When school boards give in to parent advocacy groups, to use an example of the tactics from Moms for Liberty, reconsideration policies are likely to be ignored.

I found another consistent theme in the literature, where librarians feel they need, particularly at schools, to find additional ways to protect themselves. Many articles on this subject indicate the concern of self-censorship within library curation. Self-censorship is a librarian pulling materials from the shelf or not purchasing materials for their collection, to avoid confrontation or conflict regarding the materials. While part of the job of a librarian is to curate collections, self-censorship is not the same as the curation of materials.

In order to find resources to protect themselves in the wake of public scrutiny, many librarians are finding peer community as a resource. The searches I conducted regarding self-censorship and pressure from school administrators produced several first-hand accounts of how communities rallied around their librarians. In the case of school librarians, peer community is not just fellow librarians, but also teachers and curriculum developers. Given that 41% of reported challenges come through school libraries and an additional 10% of challenges through

schools in general (ALA, 2023), extended community is vital to balance the conflict directed at school librarians.

Another resource for librarians facing book challenges is, of course, the American Library Association (ALA). By examining the work the association has done through its history, I was able to understand not only their approach to book challenges and librarian support, but also public perception of the association's ongoing efforts.

The Nature of Book Challenges is Changing

From a broad lens, there is a long history of book challenges, not only housed within the ALA databases, but also documented in scholarly literature regarding curriculum development (Hastie, 2018). Challenges can be about specific texts, but often "involve causes, beliefs, and goals that are far larger than any particular text" (Jenkins, 2008, p. 228). Because the concept of materials challenge is specific to a single text yet can also be large enough to encompass an entire library, understanding the "why" behind a challenge can determine incoming future challenges. Challenge reasons tend to align with political or cultural trends, from race to sexuality (Adams, 2009; Hastie, 2018; Steele, 2022).

I want to particularly highlight the scholarly work of Emily Knox (2014, 2019), who has published studies of themes in book challenges, but also the discourse surrounding the subject. She notes, as early as 2014, there was enough documentation regarding book challenges that studies on the discursive methods of challengers could be examined. Her later reassessment of discourse in book challenges and bans showed the four years since her previous study had an increased focus in challenges "on what might be called 'diversity'" (Knox, 2019, p. 25). The rate of challenges is increasing year over year (Spilka 2022), and the content of the materials challenged seems to have a common theme: sexuality, race, and other "political" themes

(Strothmann & Van Fleet, 2009; Akers, 2012; Watson, 2020), when previous topics tended to be "religious viewpoint," "offensive language," "insensitivity, occult/Satanism" (ALA, 2023). These topics are frequent targets for politically aligned groups, such as Moms for Liberty (Little, 2021; Jensen, 2023).

In the United States, there is court precedent regarding censorship and intellectual freedom, including the First Amendment pedagogical rights of teachers. The landmark decision in Board of Education v. Pico established school libraries as a location of protected speech, so school board members cannot remove books "simply because they dislike the ideas contained in those books" (Brennen, 1982, p. 854). This case, particularly how the school board cannot enforce book availability based on members personal opinions, comes into consideration in the light of contemporary conversations about curriculum decisions impacted by school board interference, particularly in frequently targeted subjects like Critical Race Theory (CRT) and LGBTQ+ identities (Bowers, 1982; McLaughlin & Hendricks, 2017; Krebs, 2022).

Librarians do not Feel Supported, and are Seeking to Protect Themselves

Surveys spanning the last decade show that school librarians consider administrator and school board opinions of books with controversial subjects a direct impact on whether books will be pulled off shelves; even if review of the books in question passes through library and district guidelines (Dawkins, 2018). Many librarians have developed policy to ensure that their curation stands up to review from their administrators as a form of preparation, believing that book challenges will come up at some point (Monks et al., 2014).

This perception that principals often work counter to, instead of in partnership with, is not new. Studies dating back to the 1990s noted that if principals were the source of a challenge, this typically resulted in the removal of materials. Furthermore, the principal also did not always see

their relationship with their school librarians as a partnership (Hopkins, 1995). The lack of support for librarians by administrators can influence the curation of materials by librarians (Latham 2014; Dawkins, 2018).

The driving principle behind curation is that "selection… begins with a presumption in favor of liberty of thought; censorship, with a presumption in favor of thought control" (Asheim, 1953). Curation is selecting texts that fit the needs of the library audience, but self-censorship is determined by the repercussions by outside forces that deliberately want to exclude voices and experiences, without consideration of the value of the books. To understand the concept of self-censorship, it is important to understand that this practice is not the regular curation of library materials that falls within the scope of a school librarian (Jenkinson, 2002 Antell et. al., 2012; Moorefield-Lang, 2019).

Librarians are also concerned about censorship from their state departments of education. This concern further leads to self-censorship in order to mitigate threats to their livelihoods (Downey, 2013; Latham, 2014; Monks, et al, 2014; Bunn, 2015; Dawkins, 2018; Oltmann & Reynolds, 2020; Williams, 2020). School governance is more heavily regulated on a state or local level, so school librarians have to balance choosing books that students want to read, are at an age level for the schools the librarians serve and will not get the librarian reprimanded or fired due to the current political makeup of their local governing bodies (Sloan, 2012; Steele, 2017; Wood, 2019).

Community is a Resource For Librarians

In order to find support lacking from administrators, and to keep books on the shelves, librarians facing materials challenges often seek different forms of support. Some librarians are finding common ground in existing work groups to diversify and update texts in curriculum

(Cesari, 2022). There are also partnerships with educators who use banned books as a space to engage with students, showing the controversial topics as a gateway into community engagement (Ferguson, 2014) or as a much-needed update to engaging with young people in a way classic texts may fail (Niccolini, 2015). This practice of building community comes when educators and librarians, lacking support from their administrators and feeling isolated, need support from their holistic community; not just fellows in education, but with parents and community members (Legatt, 2022; Rivera, 2022).

This partnership with teachers is also connecting with librarian preparation (Spiering & Lechtenberg, 2021), helping understand the authority of both teachers and librarians on the subject of literature within the classroom. From this groundwork of partnership in pre- or early-career teachers and librarians, there are opportunities to develop class instruction to engage in the topic of censorship (Scarbrough, et. al, 2018; Rossuck, 1997).

Ongoing Work and Perceptions of the ALA

In the face of book challenges, ALA has served as a protector for librarians for decades (Adams, 2009). The ongoing work by the association has been recognized internationally, particularly by other associations and publications that consider intellectual freedom a core value (Meliti, 2020). The ALA has published guides on defending intellectual freedom, created policy guides for book reconsideration, and produced summaries for teaching challenged texts (ALA, 2019; Pekoll, 2019). Representatives from the association frequently appear in news outlets to increase public awareness of materials challenges, typically highlighted around Banned Books Weeks, intending to increase support of librarians (Jones, 2013; ALA, 2022; Gunn, 2022).
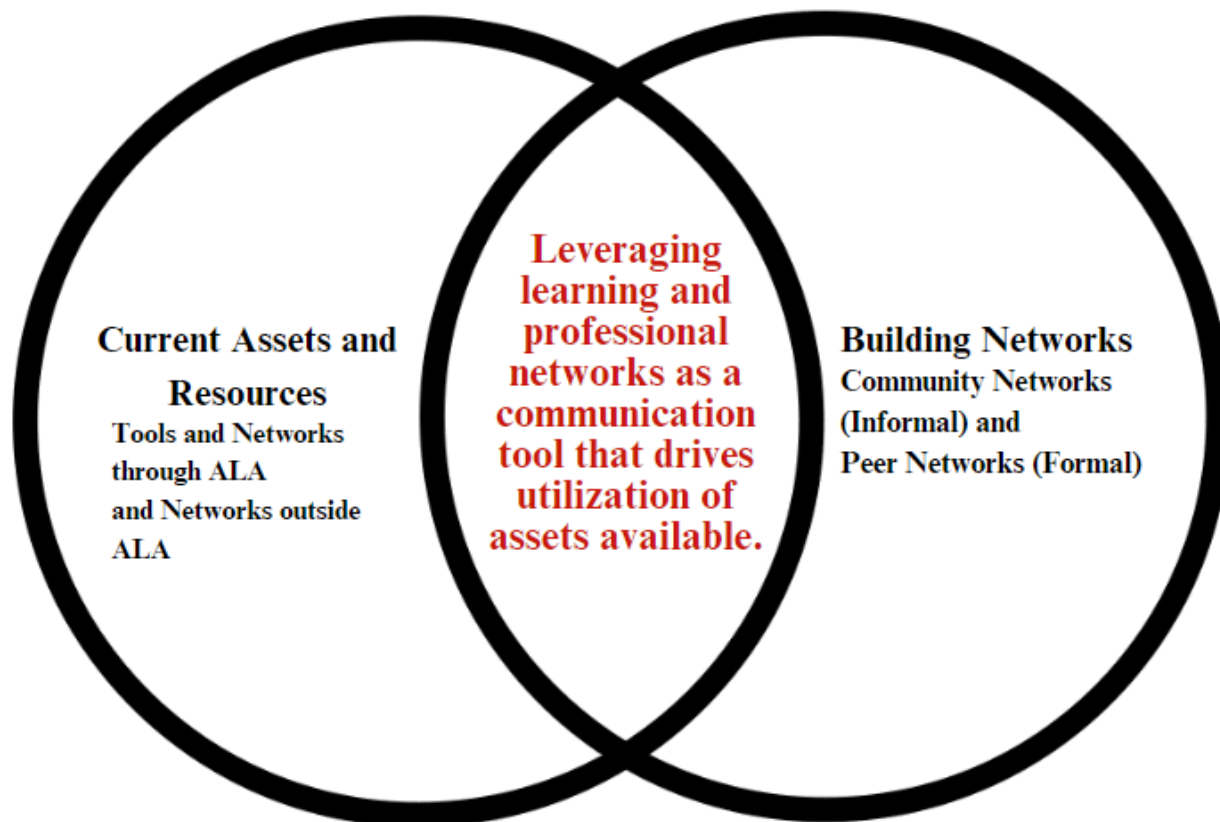
However, flagship campaigns like Banned Books Week have led to muddied perceptions of the ALA's work (Kimmel & Hartsfield, 2019), with some even wondering if the ALA is

behind book bans, since they are closely associated with the term. Others question why the association spends time and money on more marketing and name recognition (Kuecker, 2018), including the Banned Books campaign, when there could be more done (in Kuecker's opinion) to support librarians in the field. Because the membership and service of the organization covers so many member types, including organizations, different libraries, and service for all the offices and divisions, some worry that the focus has shifted to hiring and training practices (Simpson, 2013; Pandolfelli, et al, 2022) over anti-censorship work.

Conceptual Framing

When reviewing the literature, two significant themes emerged related to librarians addressing book challenges. The first, utilizing community and peer networks to build resources and comradery, offers significant value to the librarians as individuals. The second, using resources already available from ALA, can assist librarians with ongoing response and preparation for challenges. Based on those two themes, I built my conceptual framework, adapting elements from personal and professional networking and asset-based design. These two approaches play off existing infrastructure within the ALA's current efforts and feel appropriate due to the community-focused work done by librarians.

Figure 2
Conceptual Framework

Current Assets and Resources
Tools and Networks through ALA and Networks outside ALA

Leveraging learning and professional networks as a communication tool that drives utilization of assets available.

Building Networks
Community Networks (Informal) and Peer Networks (Formal)

When considering how to build community and networks, both Professional Learning Communities (PLCs), and Professional Learning Networks (PLNs), offer immense value to librarians, particularly librarians seeking assistance when facing materials challenges (Frost, 2005; Hunt & Luetkehans, 2013; Moreillon, 2016; Kim, 2015; Burns, Howard, & Kimmel, 2016; Rivera, J. 2022; Leggatt, A. 2022). A PLC is a group, typically of educators, that works together on a regular basis, allowing for accountability and collaboration among the group members (Stoll, et. al, 2006; Vescio, Ross, & Adams, 2008; Carpenter & Munshower, 2020). The learning goals of the group are for the members, but also for students. A PLN is rooted in interpersonal, and more informal, connections that can facilitate learning. While PLCs are often based in localized, face-to-face environments, PLNs are often driven through online spaces (Kelly & Antonio, 2016; Trust et. al, 2016; Wang, et al., 2021).

While traditionally focused in education and curriculum development, both forms of professional communities can build empowerment among individuals and create capacity for overwhelmed educators (Fetterman, 2001; Wolff, 2011). When looking at an organization supporting a national network of members through localized impact events like challenges, which the ALA is currently doing, each of these community types has effective elements, but cannot stand on its own. The strength of PLCs is in their face to face, high accountability and localized presence, and PLNs are more informal and are often in wider networking spaces, typically online. ALA resources already make space for PLN-type activity, such as communications done within ALA Connect, the organization's members-only communication network. However, referrals to OIF resources are just as likely to come from PLCs, because of the regular meetings and mutual understanding of the localized problem a librarian is facing.

Asset-Based Community Development (ABCD) is the other theory that established the framework for this project. Based on the principles of appreciating already present individual and community assets, rather than the deficit of resources, this design can better enable community-driven development over external agencies (Cunningham & Mathie, 2002; Miller, 2017; Harrison, et. al., 2019). This can allow members of the community to determine what best suits their needs, and they can then either create or work within current systems to navigate the problem. For the case of book challenges, this concept means working from the resources ALA has already produced from both the OIF and AASL. This design concept has the potential to empower librarians while maintaining local and national knowledge-share that PLCs and PLNs offer. These theories support the needs expressed in the common themes in the literature. Guided by the assets already in place at ALA, OIF and AASL can leverage learning and professional networks as a communication tool that drives utilization of assets available.

Project Questions

Based on the problem of practice and, my literature review, and my resulting conceptual framework, I examined the following questions:

1. What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?

2. What resources are currently in place for members experiencing a book challenge?

3. How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?

4. What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?

These questions were designed to address the goal of driving school librarian use of resources available from the Office of Intellectual Freedom.

Project Design and Methods

My primary data sources for this project were the ALA website, particularly the OIF and AASL pages, and interviews with members of the OIF and AASL staff and members of the AASL Board, all of whom are either school librarians or administrators of libraries in school districts. By reviewing the information available and how key stakeholders perceive these resources and access to them, I can see what assets are present, including what may be available but are not in use or easily found. Since resource sharing is part of PLC/PLN building, I will use interviews to understand if the communication through these peer-centered groups is facilitated by ALA.

Document Review: ALA Website

For the document review, I first went through the website to understand the user experience as a school librarian confronted with a materials challenge. My approach was to start

at the ALA homepage, then to navigate to and through the OIF and AASL pages to see how long it took to find information. I was specifically looking for the following information:

- Number of clicks to find information

- Clear contact information on the page.

- Links to additional resources (publications, support communities, training opportunities, and toolkits)

By tracking the number of clicks it took for me to find information, particularly:

- Staff and contact information

- Responses to challenges

- Questions regarding materials (OIF page)

- Communities of Practice, Advocacy pages (AASL), and Intellectual Freedom (AASL page)

I could get a sense of how smooth navigation could feel for a user. The given industry best practice for website builds is for the hierarchy of each page being easy to understand. Page clicks are the simplest way to track how to navigate to a certain page within the overall websites.

Clear contact information on the page would provide a school librarian direct connection for personalized guidance in the case of a challenge. Since the Office for Intellectual Freedom purports to offer individual support for materials challenges, I wanted to confirm that there was clear opportunity to speak one-on-one and to ensure that information was reaching the correct staff member.

Part of the value of the ALA website is the number of resources available to the public. By finding the links to the additional resources off the main pages of OIF and AASL, I saw where confusion in the page hierarchy would be for a user that is not navigating the website

regularly. Since both pages indicate there are publications, support communities, training, and toolkits, I wanted to see if those links were easy to find.

After I completed the interviews (detailed below), I then returned to the website with the perceptions of ALA representatives and school librarians in mind. By returning to these resources, I checked if materials were present and lines of communication were as noted in interviews. I maintained the same checklist during my second review of the website; my only intended change was the familiarity and context for the website.

Interviews

I developed three interview protocols (see example in Figure 3 below, also Appendix I-III) guided by the governance and overview information from the ALA websites and the context of my research questions and conceptual framework. The first section of the protocol form had space for to identify each of the interviews for my reference, with notes regarding the subject's role with ALA. I also left space for notetaking, including dedicated areas for interview referrals and additional documentation of interest. I then included a script for each interview, ensuring the subjects understood participation in the interview, and the recording of their responses, was completely voluntary, and that I would turn off the recording at any time. I also left space for notetaking, including referrals for additional interview subjects.

I developed two sets of questions: one set for ALA staff, and one set for the AASL Board members. The questions for staff members focused on collaboration between OIF and AASL, including shared resources between the office and division and communication to ALA members. My questions for AASL Board members regarded support and resource access from ALA (both through OIF and AASL); I also asked where they, as members, felt best supported by the association, and where support felt lacking.

Figure 3

Excerpt from Staff Interview Protocol

Interview Protocol: OIF Staff/Representative

Institution: _____

Interviewee (Title and Name): _____

Interviewer: _____

Survey Questions Asked (cross out if skipped):
- What resources are currently shared between the AASL and OIF?
    - How closely do the offices work together regarding book challenges?
- How are updates and details about shared resources communicated to members from both offices?
    - How is this sort of information communicated from OIF specifically?
- What kind of community building and communication infrastructure is in place to share resources through the OIF?
    - If a member is looking for peer or community support, how can they find information regarding these networks from OIF?
- When you discuss support for members with members, what requests come up frequently?

Other Topics Discussed:_____
_____

Documents Obtained: _____
_____
_____

Post Interview Comments or Leads:
_____

I designed the protocols for Zoom interviews with the interview subjects; I included the questions with the calendar invite sent to each subject, and opened each interview session with inviting the respondent to ask me any questions they may have about the project or myself. I exported transcripts of each interview directly from Zoom and converted them to Word documents to clean for future coding.

ALA Staff Members

The OIF staff members I interviewed, at the suggestion of Caldwell-Stone, included the points of contact for book challenge support and training. I spoke with Eric Stroshane, a specialist in challenge support, information about book challenges, OIF publications and journals, and the State Intellectual Freedom Network, and Joyce McIntosh, who focuses on webinars, professional development courses, and other educational opportunities related to intellectual freedom. I was also able to speak with Allison Cline, the Deputy Executive Director for AASL. Since Caldwell-Stone had served as the guiding voice during development of the project and determining focus, I chose not to include her as an interview subject.

AASL Board Members

Based on the conversations I had with the ALA staff members, I reached out to several members of the AASL Board of Directors as the source for my librarian interviews. Since this

group is closely connected to the work of ALA by their leadership within AASL, I felt they would be able to identify gaps in resource availability. My logic for this is if these connected librarians were unaware or unsure, their peers would also be unclear on support. My first few interview subjects were based on referrals by Allison Cline. During the first two interviews, I then asked if there were other board members that would offer useful insight into challenge support and community networking. While I contacted the ALA staff members through email, I connected with the Board members through ALA Connect, the members-only community area hosted through ALA. I conducted a total of five interviews with AASL Board members.

Data Analysis

I created qualitative tracking and coding tools for my document and interview reviews based on my conceptual framework and project questions. These tools allowed me to focus on elements in the data that connected to my conceptual framework while also allowing opportunities to note any emergent themes.

Document Review

Keeping with the perspective of examining the website through the eyes of a school librarian seeking resources for handling book challenges, I created a tracking tool for identifying the key elements for OIF and AASL. This tool (OIF version excerpted in Figure 4 below; full version in Appendix IV) allowed me to review salient notes and data from the website, housed in one page.

Figure 4
Tracking Tool for Office for Intellectual Freedom Web Page

| Number of clicks to find information			Notes
Main Page			
Staff			
"About"			
Challenge Support Page			
Responses to Challenges			
Additional Resources			
Clear contact information on the page	Y/N		Notes
General Inbox			
Director			
Staff Roles			
Links to additional resources	Y/N	Easy to Find?	Notes
Publications			
Support communities			
Training			
Toolkits			

I completed the tracker by first indicating the number of clicks to get to the information, seeing how quickly a user could navigate to what they need from website. I created two pages to the checklist, with the idea that a librarian might come to the website looking directly for the OIF or the AASL page. The OIF list allowed for tracking the number of clicks it would take to navigate to the main (office) page, staff, "About," challenge support page, responses to challenges, and additional resources. The AASL list tracked clicks to find the main page, staff, "About," Communities of Practice, advocacy information, intellectual freedom, and additional resources. Since the AASL contains different paths to access resources and community connections, there were a few more access points I wanted to consider.

I then focused my search on finding clear contact information; if a librarian facing challenges cannot find the resources they are looking for, they may seek guidance directly from a member of the staff. To me, "clear" contact information indicates that an email or phone number

is listed on the webpage, noted by a simple "Y/N" checkbox. I checked both pages for a general inbox email, contact information for the Director, and listing of staff roles (and their contact information).

I focused the next section of the note-taking tool on whether information was present or easy to find. I define "easy to find" as linked from the main page or noted on the navigation sidebar or header on the page (highlighted in Figure 5 below). I also included a section for notes in all the information gathering sections of the tracking tool.

Figure 5
Navigation Header on AASL Page
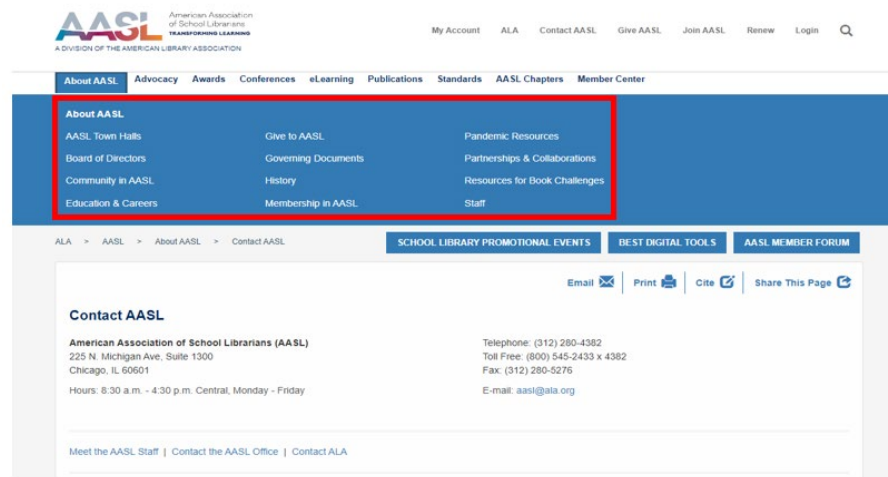
I used this checklist twice during the course of my study. I first went through the document review prior to conducting my interviews, to ensure I understood general locations and the documentation available through the website. I then reviewed the information again after conducting the interviews, verifying that resources were, or were not, available on the website as described in my conversations. The second check also gave me the perspective of a user who had a little more guidance to what might be available for someone seeking guidance from ALA.

Interviews

To identify key themes from the eight interviews I conducted for this study, I created a coding matrix. My coding matrix had two pages, one for ALA staff and for the AASL board

members (see excerpt from the ALA staff page in Figure 6 below; also Appendix V) to allow for the differences in my interview questions for those two groups. This tool not only served as a reference for thematic coding while reviewing the transcripts, but also housed quotes from the interviews that I found tied specifically to themes and my conceptual framework.

I based the coding for the ALA staff transcripts along the following themes: membership requests and current resources (derived from the asset-based part of my conceptual framework) and community (internal), community (external), communication, and structure (derived from the PLC and PLN aspect of my framework). I used these same themes, excepting organizational structure, in the librarian interview coding matrix. I also noted the research questions that aligned with the concept and theme, so I could easily reference the foundation of the project during analyses.

Figure 6
Coding Matrix for ALA Staff Interview Review

Themes	Color	Concept	Project Questions	Interview 1 Quotes	Interview 2 Quotes
Membership requests		Assets	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?		
Current Resources		Assets	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?		
Community (internal)		Networks	How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)? What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?		
Community (external)		Networks	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?		
Communication		Networks	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?		
Structure		Networks	How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?		

Before coding, I first read each interview and accompanying notes from the interview protocol document. This allowed me an opportunity to clearly understand the tone of each conversation, the subject's role within the association, and if there were any additional points

that should be noted on the matrix. I then went through each the Word version of the interview transcript, color coding by themes. If an interview section had multiple themes, I added a comment to the matrix to indicate this overlap. As I coded, I also pulled relevant quotes from the transcripts, aligned to the themes.

Findings

After I completed both rounds of document review with the checklist and my analysis of the interview transcripts, I arrived at several findings. I organize these findings below by research question and provide corresponding support from the data.

1. Project Question 1: What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?

   a. The division and office partner on education opportunities like webinars. They also solicit feedback from members to ensure the programming is available based on the schedules of school librarians.

   Interviews with members of ALA staff and members indicated at least two webinars, hosted through OIF and AASL resources, in 2023 that were specifically held outside school hours so school librarians could attend. These webinars were held after both offices received feedback from school librarians that events during office hours exclude the intended audience (school librarians), due to their schedules. The office and division also created asynchronous learning modules available for librarians, so they are not required to attend a learning session during a specific time or day.

   b. Members of AASL know to refer librarians facing a challenge to OIF for guidance; many also have specific pages on the ALA website they refer fellow librarians to, so they can navigate the website more effectively.

Members of the AASL board cite OIF expertise on the subject, not just due to the data gathering on a national scale but based on the qualifications of OIF staff. For example, in my interview with the second librarian, they mentioned that "…[OIF staff] are the best suited to know what is happening nationwide because they hear from places all over the country and what other people are facing…And they, I mean, none of us are lawyers. [They] understand all of that in a way that I never will." The members understand that OIF have the legal expertise regarding challenges. Another librarian mentioned doing an informational meeting with their peers, to better direct their inquiries, noting "we usually direct them to the ALA toolkit and then offer to walk them through it."

2. Project Question 2: What resources are currently in place for members experiencing a book challenge?

   a. OIF has resources that can serve as at least a starting point for members preparing for, or facing, a book challenge.

In addition to the webinars developed and delivered in partnership with AASL, OIF has landing pages designed for Banned Books Week and United Against Book Bans, which are some of the more recognizable efforts from the Office (Adams, 2009). The OIF main page also has contact information for all staff members, including phone numbers, and a general OIF email inbox listed on the page. Support resources, which include links to the consulting services, challenge report forms, the OIF YouTube channel, publications, and different community spaces are all noted on the OIF home page, which is only four clicks from the ALA home page. Also, since OIF is monitoring policy trends across the country, there have been times the association has proactively connected with librarians, as one librarian described the OIF outreach to their state association's notice regarding a state bill that would have restricted database access.

b. The ALA website has many of the tools members need to prepare for potential challenges.

In addition to the landing pages and information noted above, there are toolkits for Defending Intellectual Freedom: LGBTQ+ Materials in School Libraries, Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries, Open to All: Serving the GLBT Community in Your Library and Privacy housed on the public-facing ALA website. There are also "Question and Answer" pages, which offer answers to potential questions librarians may receive. For instance, on the "Access to Digital Resources and Services Q&A" page, there are answers to questions like "Why should libraries extend access to digital information resources to minors?" (ALA, 2019).

c. While tools are available on the ALA website, finding those tools is not intuitive for members.

Every interview had some mention of the website being hard to navigate. Interviewee descriptions for the website included "vast" and "complicated." The ALA Connect page, which is the internal social networking site for ALA members, was described as "the worst" by one interviewee. Notably, both members of the AASL board and ALA staff noted the website is scheduled for an update later in 2023.

3. Project Question 3: How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?

a. There are some current network tools in place through ALA designed to guide librarians facing book challenges.

There are committees and round tables housed within the ALA, including the Intellectual Freedom Roundtable and Intellectual Freedom Committee, and there are also networks within

the AASL, including the Practice and Member Engagement Committees (among others). These were mentioned in two different librarian interviews. AASL also has Communities of Practice forums set up, and while these are still "finding their legs," as one librarian put it, these have the potential for members to share resources through an ALA infrastructure. There were also many mentions of the AASL Town Halls, not just for the events, but for the informal connection in the chats during the events.

    b.   State and regional spaces often drive connection for AASL members.

While OIF presents trainings and speaks at state association meetings, the librarian interviews indicated a heavy reliance on locally driven resources. Given education policy is led on a state and local level, it makes sense for OIF to find common needs and patterns in local curriculum and policy development, so they can understand localized trends across the country. For example, two separate interviewees, an ALA staff member and a librarian, mentioned looking at Florida for trends in education policymaking that could develop in other states.

There is also a difference in approach for librarians. Many discussed the presence, or lack of presence, in their local unions for resources. In cases where the local union or association is strong, there are less immediate touchpoints with the national organization. For areas where union influence is unsupported (for example, if a state has "Right to Work" legislation that undermines the power of unions, or if the librarian is in an area without a union presence), there is a greater need for local organization, through ALA and other organizations. Subjects mentioned state organizations (not AASL affiliated) and EveryLibrary as examples for this kind of assistance.

4. Project Question 4: What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?

   a. Members are seeking clarity in the purpose of ALA to share within their current networks.

   Four of the five librarians mentioned that people expected more from ALA than an association can reasonably provide, including influencing policy decisions on a national level. This confusion of purpose then leads to questions from potential and current members and general media. Two of the librarians mentioned justifying membership costs to librarians who thought ALA was not doing "anything." Librarians and ALA staff members mentioned that there are efforts groups outside education, notably Moms for Liberty, that are demonizing ALA in the media and at school board meetings. While OIF is doing supportive work for school librarians, they are choosing to limit public appearances, because both ALA staff and school librarians believe their open support would potentially hurt library and education policy work in certain states. One interview with a librarian specifically mentioned states where local librarians have consulted with OIF but have refrained from mentioning the support from the organization to their school principals in case they would see the organization in a negative light.

   b. Librarians are seeking strategic advice.

   In addition to seeking policy and challenge consults from OIF librarians are also looking for preparatory materials in direct response to the political rhetoric aimed at libraries. They are seeking clear advice for, as one interview mentioned, "what is my response when someone says this book is pornographic?" The office's limited staff is trying to keep up with the requests for immediate assistance and developing responses for that will be relevant over time. Librarians acknowledge this difficult balance for the staff to address immediate local needs while creating

resources that can be used across the United States, noting "It's hard to do that when the tactics are constantly changing."

Recommendations

Given my findings, I focused on recommendations that should be reasonable for a staff pushing capacity limits during a time when there are significant increases in demands of the Office. I present my recommendations below, with a reference to the specific finding that supports the recommendation in parentheses.

1. Continued OIF and AASL partnership on trainings and material development for school librarians. (Finding 1a)

    Since the division and office partner on education opportunities like webinars, both would benefit from continued partnership on trainings and material development for this specific audience. I also recommend that OIF staff meet with members of the AASL staff and board to find out what pages are used the most when they asked for help. Those pages, or the information referenced on those pages, can be utilized in training follow up materials or in support documents for school librarians. Since AASL board members often refer librarians to specific pages, or directly to OIF staff, OIF could use the AASL board as a focus group to suggest specific pages of the OIF web page that provide the most guidance.

2. Develop a simplified user guide with links to the current pages with frequently used information. (Finding 1b, 2b and 2c)

    It is clear there are resources in place for school librarians to find help if they are facing book challenges. However, the website, where these tools and contacts are housed, also encompasses all the work ALA does, along with the offices and divisions. This can be daunting to navigate. To ease the user experience navigating the website, my next recommendation is to

develop a simplified use guide with links to the current pages with frequently used information. This should be distributed electronically with member renewals each year, thus forcing an annual check of the materials for any pages or addresses that have changed. While this solution may not simplify the website experience for nonmembers, it would put a simplified document in the hands of someone a nonmember may know through their professional location or a less formal network.

3. OIF should conduct meetings with state association leadership to understand current trends (Finding 3a and 3b)

These informal and local networks, like the example of the member offering the user guide to a nonmember I mentioned above, exist both in and out of ALA's management. Given that state and regional connection spaces often drive AASL members' attachment to the larger system, OIF could better leverage these state and regional organizations. While trainings and conference attendance create touchpoints, OIF staff should also meet with state leadership. From the librarian interviews, it is clear that many people seek guidance from their local networks. By starting with these meetings, OIF has the opportunity to understand the microtrends that could become national issues.

4. Establish state or regional "check-in" meetings on an annual basis (Finding 4a and 4b)

While in-person meetings and further strategic planning might be outside of the staff capacity at this time, scheduling annual state or regional meetings (including virtual meetings as an option) would allow OIF to understand the needs of members in specific areas. The development of local connections will also help OIF better clarify the work they are doing. While the office may feel the need to pull away from the spotlight in states where intellectual freedom is frequently challenged, direct touchpoints with more members reinforces the work

OIF does. It is makes OIF work visible to members, but in a way that will not undermine librarians seeking assistance. Building on these connections, OIF can better understand how to offer strategic advice, including developing more answers to face charged public rhetoric. These meetings can also educate members on where things are located within the ALA website, so they can prepare their own policy and collection development process in case of public scrutiny.

Conclusion

The current political climate facilitates an environment that encourages book challenges. Based on the trends in reported challenges, we are not anticipating a slowdown in the need for librarian support from the Office for Intellectual Freedom. The infrastructure for training and networking supported by the ALA allows for knowledge sharing and support. Based on my conversations with representatives from the AASL board, many school librarians are leveraging some kind of resources from OIF. Whether they are resharing articles within ALA Connect forums or using ALA updates in their local newsletters, it is clear that the value of ALA resources is known. However, the struggle is ensuring the librarians are able to access the specific resource they need. Both ALA staff and AASL board members recognize that navigating the association website is difficult. Building on the strengths of what ALA offers, including thoughtfully crafted resources and a wealth of knowledge in intellectual freedom, the question is how to leverage the networks many school librarians engage with to ease access to these resources.

This study cannot address every need of school librarians facing book challenges and needing support from the OIF. For instance, the capacity of the current staffing model, while acknowledged in almost every interview, was outside the purview of this study. I also acknowledge a full website redesign would be appreciated by the study participants, but it is

outside this scope of work, since that needs to be an effort that encompasses all of ALA. A key further opportunity for study comes from two different interviews. Both mentioned the need for guided response to the inflammatory rhetoric used by political groups weaponizing book challenges. While not a complete fix to the issue, the recommendations made can guide librarians to the responses within the ALA website, which can bridge the current need with a desire for more politically organized rhetoric.

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Appendix I: Interview Protocol for School Librarian

Interview Protocol: Librarian

Institution: _____

Interviewee (Title and Name): _____

Interviewer: _____

Questions Asked (cross out if skipped):
- How do you or your peers access support from ALA/OIF/AASL?
- How are updates and details about shared resources received from OIF and AASL?
- Where do librarians feel best supported by the association?
  - Where do you find support is lacking?
- How are librarians communicating with each other outside of ALA/OIF/AASL?
  - Where are librarians finding/making space for networking and community building?

Other Topics Discussed:_____

_____

Documents Obtained: _____

_____

_____

Post Interview Comments or Leads:

_____

***

1. Before turning the tape recorder on:
   a. Explain the purpose of the interview.
      i. *Thank you for taking the time to meet with me today. I am trying to understand a little more about supporting school librarians in the current landscape regarding book challenges. I will be asking you questions about the OIF and ALA's efforts, and also the sharing of resources between OIF and AASL.*
2. Consent Process:
   a. Affirm the participant's consent to the interview and/or recording. In all cases, tell the participant:
      i. *To facilitate note-taking, I would like to audio tape our conversation today. For your information, only I will be privy to the recordings which will be eventually destroyed after they are transcribed. If, at any point during the interview, you would like me to turn off the recording, just tell me to do so.*
      ii. *I also want to state that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable. Thank you for your agreeing to participate.*
      iii. *I have planned this interview to last no longer than one hour with many questions I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.*
      iv. *Do you have any questions about this project before we begin?*
3. Turn the recorder on (*Ensure you have the mic in the mic jack!):

      a. *It is (DATE) at (TIME). This is Mary Trecek and I am interviewing (NAME) with (INSTITUTION).*

4. Begin the interview:
   a. How do you or your peers access support from ALA/OIF/AASL?
   b. How are updates and details about shared resources received from OIF and AASL?
   c. Where do librarians feel best supported by the association?
      i. Where do you find support is lacking?
   d. How are librarians communicating with each other outside of ALA/OIF/AASL?
      i. Where are librarians finding/making space for networking and community building?

Appendix II: Interview Protocol for OIF Staff

Interview Protocol: OIF Staff/Representative

Institution: _____

Interviewee (Title and Name): _____

Interviewer: _____

Survey Questions Asked (cross out if skipped):

- What resources are currently shared between the AASL and OIF?
    - How closely do the offices work together regarding book challenges?
- How are updates and details about shared resources communicated to members from both offices?
    - How is this sort of information communicated from OIF specifically?
- What kind of community building and communication infrastructure is in place to share resources through the OIF?
    - If a member is looking for peer or community support, how can they find information regarding these networks from OIF?
- When you discuss support for members with members, what requests come up frequently?

Other Topics Discussed: _____

_____

Documents Obtained: _____

_____

_____

Post Interview Comments or Leads:

_____

***

5. Before turning the tape recorder on:
    a. Explain the purpose of the interview.
        i. *Thank you for taking the time to meet with me today. I am trying to understand a little more about supporting school librarians in the current landscape regarding book challenges. I will be asking you questions about the OIF and ALA's efforts, and also the sharing of resources between OIF and AASL.*
6. Consent Process:
    a. Affirm the participant's consent to the interview and/or recording. In all cases, tell the participant:
        i. *To facilitate note-taking, I would like to audio tape our conversation today. For your information, only myself and OIF/ALA staff will be privy to the recordings which will be eventually destroyed after they are transcribed. If, at any point during the interview, you would like me to turn off the recording, just tell me to do so.*
        ii. *I also want to state that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable. Thank you for your agreeing to participate.*
        iii. *Do you have any questions about this project before we begin?*
7. Turn the recorder on (*Ensure you have the mic in the mic jack!):

     a. *It is (DATE) at (TIME). This is Mary Trecek and I am interviewing (NAME) with (INSTITUTION).*
8. Begin the interview:
     a. What resources are currently shared between the AASL and OIF?
          i. How closely do the offices work together regarding book challenges?
     b. How are updates and details about shared resources communicated to members from both offices?
          i. How is this sort of information communicated from OIF specifically?
     c. What kind of community building and communication infrastructure is in place to share resources through the OIF?
          i. If a member is looking for peer or community support, how can they find information regarding these networks from OIF?
     d. When you discuss support for members with members, what requests come up frequently?

Appendix III: Interview Protocol for AASL

Interview Protocol: AASL Staff/Representative

Institution: _____

Interviewee (Title and Name): _____

Interviewer: _____

Questions Asked (cross out if skipped):

- What resources are currently shared between the AASL and OIF?
    - How closely do the offices work together regarding book challenges?
- How are updates and details about shared resources communicated to members from both offices?
    - How is this sort of information communicated from AASL specifically?
- What kind of community building and communication infrastructure is in place to share resources through the AASL?
    - If a member is looking for peer or community support, how can they find information regarding these networks from AASL?
- When you discuss support for members with members, what requests come up frequently?

Other Topics Discussed:_____

_____

Documents Obtained: _____

_____

_____

Post Interview Comments or Leads:

_____

***

9. Before turning the tape recorder on:
    a. Explain the purpose of the interview.
        i. *Thank you for taking the time to meet with me today. I am trying to understand a little more about supporting school librarians in the current landscape regarding book challenges. I will be asking you questions about the OIF and ALA's efforts, and also the sharing of resources between OIF and AASL.*
10. Consent Process:
    a. Affirm the participant's consent to the interview and/or recording. In all cases, tell the participant:
        i. *To facilitate note-taking, I would like to audio tape our conversation today. For your information, only I will be privy to the recordings which will be eventually destroyed after they are transcribed. If, at any point during the interview, you would like me to turn off the recording, just tell me to do so.*
        ii. *I also want to state that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) I do not intend to inflict any harm. Thank you for your agreeing to participate.*
        iii. *Do you have any questions about this project before we begin?*

11. Turn the recorder on (*Ensure you have the mic in the mic jack!):
    a. *It is (DATE) at (TIME). This is Mary Trecek and I am interviewing (NAME) with (INSTITUTION).*
12. Begin the interview:
    a. What resources are currently shared between the AASL and OIF?
        i. How closely do the offices work together regarding book challenges?
    b. How are updates and details about shared resources communicated to members from both offices?
        i. How is this sort of information communicated from AASL specifically?
    c. What kind of community building and communication infrastructure is in place to share resources through the AASL?
        i. If a member is looking for peer or community support, how can they find information regarding these networks from AASL?
    d. When you discuss support for members with members, what requests come up frequently?

Appendix IV

Website Review Checklist

Number of clicks to find information		Notes
Main Page		
Staff		
"About"		
Challenge Support Page		
Responses to Challenges		
Additional Resources		

Clear contact information on the page	Y/N	Notes
General Inbox		
Director		
Staff Roles		

Links to additional resources	Y/N	Easy to Find?	Notes
Publications			
Support communities			
Training			
Toolkits			

Appendix V

Coding Matrix-ALA Staff and Librarians

Themes	Color	Concept	Project Questions	Interview 1 Quotes	Interview 2 Quotes	Interview 3 Quotes
Membership requests		Assets	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Current Resources		Assets	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Community (internal)		Networks	How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)? What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Community (external)		Networks	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?			
Communication		Networks	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Structure		Networks	How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)?			

Themes	Color	Concept	Project Questions	Interview 1 Quotes	Interview 2 Quotes	Interview 3 Quotes
Membership requests		Assets	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Current Resources		Assets	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Community (internal)		Networks	How can the OIF and AASL build a network to foster resource sharing and communication among school librarians (their members)? What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges? What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			
Community (external)		Networks	What additional options can the OIF pursue to equip its members with the resources they need to deal with increased book challenges?			
Communication		Networks	What are the current engagement levels of OIF and AASL in terms of communication and resource sharing?			