

Graham Black
ALIA President
graham.black@alia.org.au

## Feedback to *your*Board of Directors

Board members welcome your comments and feedback. Please feel free to contact a Board member at any time.

Email: feedback@alia.org.au with your comments.

Graham Black President 07 4930 9435 graham.black@alia.org.au

Margaret Allen Vice-President 08 9427 3328 margaret.allen@alia.org.au

John Bayliss Director 02 6801 4501 john.bayliss@alia.org.au

Gillian Hallam Director 0401 678 950 gillian.hallam@alia.org.au

Andrew Hocken Director 08 89364 1964 andrew.hocken@alia.org.au

Julie Rae Director 03 9864 9601 Julie.Rae@alia.org.au

Kate Sinclair Director 08 8201 3290 kate.sinclair@alia.org.au

## Frontline

One of the most daunting things for me when I found out that I was to become Vice-President/ President-elect of ALIA was the realisation that I'd have to write Frontline almost every month for a year. I've been studiously reading Jan Richard's columns to gain insight and am constantly amazed at how Jan manages to weave all sorts of stories through her columns to match the issue's feature theme. I'm certainly no weaver and, for that matter, not much of a handyman either, as I type this with my right hand bandaged courtesy of a minor mishap while brewing my latest batch (Belgian tripel).

So it's with great trepidation that I embark on my first Frontline column!

For those of you who don't know me, two of my favourite pastimes are playing golf and home brewing. Over the many years I have played and brewed, becoming more proficient has been a continual exercise in research, education, and application. When you think about it, nearly all advancements, no matter how great or small, are based on those three principles. While the principles are simple, undertaking rigorous research, delivering pedagogically informed education, and ensuring application occurs in a safe and sustainable environment can be incredibly complex and often very expensive. There is also a fourth factor: publication.

Sharing and disseminating information about our innovations and achievements is often easier said than done. Some have the discipline and culture to share their innovation and achievements. Others, and I include me and my library, investigate, innovate, and achieve successes, but often fail to report and share them. Why? I think the main answer is time. But we can often be our own worst enemies by not taking the time. How many of you have been to conferences and workshops and come back lamenting about how someone is presenting on something you've been doing for ages? I know my colleagues and I have done so on many occasions. By not presenting or publishing, we aren't only depriving ourselves of kudos, but we're also potentially depriving the profession advancement.

As a professional association, ALIA is strongly committed to research and publication and education. The recently released 2010-2015 Strategic Plan include Research and Publishing as well as Education and Professional Development. On the Research and Publishing front an earlier board established the ALIA Research and Publishing Standing Committee (RAP), who, among other directives, support and promote a culture of research and publishing in the profession;

Practically this has been reflected in the development of the publishing action plan and managing the ALIA Research Mentoring Program. The Board is also referring research related requests to RAP for advice and guidance.

In terms of our aspirations the Board would like to see the following achieved over the next five years:

 Broad recognition within the LIS sector of the value of research as a vital professional skill and knowledge

- Active participation by ALIA members in research and scholarship including higher degree qualifications
- 3. Increased collaboration across the LIS sector and academia to undertake research
- 4. Financially stable Publishing program meeting the needs of members

To achieve these aspirations, we'll need engagement by members from all sectors, support of employers, and involvement and support by LIS academics.

Education is the other theme of this issue of *inCite*. While research and publishing go hand in hand so too does education and professional development (PD). We as members have a huge investment in these activities. Probably the most fundamental involvement of ALIA in education is through course recognition, or accreditation as it will soon be known.

ALIA supports education and professional development throughout the lifecycle of a LIS professional – from accrediting the course we graduate from through offering professional development activities and hosting conferences to retirement and beyond.

Before I finish up (I'm almost at the end of my word count) I shouldn't neglect to mention ALIA's involvement in the most fundamental level of education, schools. ALIA has invested considerable time and resources developing a submission for the Federal Government's Inquiry into School Libraries and Teacher Librarians in Australian Schools. With considerable input from the ALIA Schools and in cooperation with the Australian School Library Association, ALIA has made a submission to the Inquiry and participated in the Melbourne hearing. Here's hoping that, in an election year, ALIA's efforts in advocacy for school and public libraries will pay off.

Well I've almost completed my first Frontline. All things going well, I'll have it to the editor by the deadline and I can start thinking about my next column. By the time you read this we'll have a new Board in place. We bid farewell to Jan Richards, Helen Partridge, Michelle Brennand, and Philip Keane. Philip, Michelle and Helen have been on the Board for the maximum four years permissible by the constitution. Over those four years these Directors have amassed a considerable level of knowledge and understanding about the Association. Helen has been a major contributor to furthering the Association's focus on research and publishing, while Philip and Michelle have made a valuable contribution in the area of corporate governance. Philip will be especially missed for his power board, and extension leads! The new Board members Margaret Allen, Andrew Hocken, Julie Rae, and John Bayliss should have now well and truly recovered from their first Board meeting and will be ready and rearing to go!

## Graham Black ALIA President

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