

style and uses it consistently to cite sources; and

b. posts permission granted notices, as needed, for copyrighted material.

## Appendix I: Selected information literacy initiatives

• In 1989 the ALA Presidential Committee on Information Literacy issued a *Final Report*, which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate, and use effectively the needed information. <http://www.ala.org/acrl/nili/ilit1st.html>.

• In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee *Final Report*. NFIL is a "coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition." Forum members promote information literacy nationally, internationally, and within their own programs. <http://www.infolit.org/index.html>.

• In March 1998 NFIL issued *A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report*. <http://www.infolit.org/documents/progress.html>.

• In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology

(AECT) published *Information Literacy Standards for Student Learning*. The AASL/AECT standards detail competencies for students in K-12.

• Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards. <http://www.fiu.edu/~library/ili/iliweb.html>.

## Notes

1. American Library Association. *Presidential Committee on Information Literacy. Final Report*. (Chicago: American Library Association, 1989). <http://www.ala.org/acrl/nili/ilit1st.html>.

2. National Research Council. Commission on Physical Sciences, Mathematics, and Applications. Committee on Information Technology Literacy, Computer Science and Telecommunications Board. *Being Fluent with Information Technology*. (Washington, D.C.: National Academy Press, 1999). <http://www.nap.edu/readingroom/books/BeFIT/>.

3. Several key accrediting agencies concerned with information literacy are the Middle States Commission on Higher Education (MSCHE), the Western Association of Schools and College (WASC), and the Southern Association of Colleges and Schools (SACS).

4. Boyer Commission on Educating Undergraduates in the Research University. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. <http://notes.cc.sunysb.edu/Pres/boyer.nsf/>. ■

## Letter to the editor—Need to enforce standards

I work with groups that accredit occupational therapists, physical therapists, nurses, lawyers, etc. In these cases, each accrediting group has standards. If you don't meet the standards, you are evaluated, warned, and if the situation isn't corrected, you have your accreditation removed—or you don't get it in the first place.

Is academic librarianship professional enough to establish standards, evaluate institutions according to those standards, and then censure institutions that don't meet the standards? Do we have guts enough? I think not—but we should.

We really must establish standards, maybe sliding standards based on faculty and student populations, the total budget of the institution, etc. Then we must establish procedures to examine our member institutions, judge their adherence to the standards, and take appropriate action if the standards are not met.

Are we professionals—or aren't we? As a former English professor I am amazed at how cautious and seemingly scared professional librarians seem to be.—*David M. Harralson, associate dean and director of the library, Utica College of Syracuse University*

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