

ALA Committee on Education

Saturday, January 24, 2009

1:30 pm – 3:30 pm

Colorado Convention Center, Denver, CO

Attendance:

Committee Members

Sara Albert

Michael Gorman (Chair)

Allison Kaplan

Karen Klapperstuck (Minute taker)

Kenley Neufeld

Lee Shiflett

Lorelle Swader, (staff liaison)

Ex-officio representatives

Frank Novak (COE rep to LSSCP)

Susan Roman (ALISE)

Loriene Roy (ALA Executive Board)

Peggy Seiden (COE rep to LSSCP)

Caroline (Cal) Shepard (CLENERT)

Committee Members absent

Mary Biagini

Robert O. Ellett, Jr.

William Hawk

Daniel O'Connor (*notified Chair of absence in advance*)

Linda Slusar (ACRL/CJCLS rep)

Visitors

Becky Thompson – Missouri State University

Lorna Peterson – University at Buffalo, NY

Norman Horrocks – Dalhousie University and Scarecrow Press

1. Welcome and Introductions

2. **Approval of Minutes** – Tabled to next meeting

3. **Library Support Staff Certification Program** --Peggy Seiden briefed the Committee on the program and answered questions. She also discussed the timeline. An LSSCP open forum was held in the morning of 1/24/09, with

many potential providers, support staff, and public and academic librarians in attendance. The principal investigator of grant met with the Executive Committee of the ALA Board and they are going to present findings at Council.

- a. The core competences of the program were presented at the Annual Conference in June 2008. There are two ways to achieve certification:
 - i. Approved courses
 - ii. Through activities/projects/ portfolio
 - b. The program is funded through and IMLS grant. Candidates must work in libraries and have a high school or equivalent education.
 - c. The portfolio route was added to take experience into account. The approval process for the courses will be based on curricula. The program will review the competences in four to five years.
 - d. The LSSCP is hoping to do pilot testing beginning in August 2009, a year ahead of schedule. The program will begin on January 1, 2010.
4. **Final Version of Core Competences of Librarianship.** The chair presented the Core Competences that were to be presented to Council on January 27th (the Council approved the Core Competences and they are now ALA policy). He outlined the 10 year effort to create the Core

Competences, beginning with the 1999 Congress on Professional Education.

5. **Presidential Task Force on Library Education.** The Task Force has completed the core competences and submitted its final report, which includes detailed recommendations on revision of the Standards for Accreditation, to the ALA Board.
6. **Forums on Education.** The 2009 Forum on Education was held on Friday, January 23rd 2009. Its subject was the Core Competences. The chair has circulated an unofficial summary of the Forum (appended to these minutes—see below). The chair called for a committee to plan the 2010 forum for the next Midwinter Meeting (in Boston). Suggested topics will be discussed at the CoE meeting at the Annual Conference in Chicago. Susan Roman will talk to ALISE about participating in the planning process and co-sponsoring the forum. Allison Kaplan, Peggy Seiden and Karen Klapperstuck will work with Susan Roman on planning the 2010 Forum. Possible topics include: Distance Education and Certification. Susan will seek suggested topics from ALISE.
7. **Liaison Reports.**
 - a. Lorlene Roy – Executive Board Liaison –Key topics at MidWinter
 - i. Tough Economic Times

- ii. Economic Stimulus Package – American Recovery and Reinvestment Act of 2009.
- iii. Toolkit – *Advocating in Tough Economy*
- iv. PSA campaign for Spanish speaking with Univision – Key message is “I can help you”
- v. Updates on ALA Budget
- vi. Work on ALA website – ways to build community
- vii. Increase in member participation
- viii. Allison Kaplan asked Loriene Roy to relay to the Board the implications for travel expenditure requests and the possibility of greater electronic participation

- b. Chairs of CoE and CoA should meet to facilitate communication between the 2 groups and to look to establish the process for continuing in the future.
8. Norman Horrocks raised the question of ALA policy 54.2 regarding the definition of appropriate degrees from other countries. The problem is that the terminal degree for librarians in many countries is not at the Masters level. The chair said he was unaware of any previous discussion, but that clearly it is an issue. He will consult with authorities at ALA and maybe get a legal opinion on what we can and cannot do. Allison Kaplan pointed out

that IFLA is also looking into this issue. The chair will get in touch with the IFLA liaison and discuss it with CoA as well.

9. Lorelle Swader reminded the committee of the CoE website. She asked for guidance from the Committee if they desire to disseminate more information via the web.

10. The meeting was adjourned at 3:01 pm.

Respectfully submitted,

Michael Gorman, Chair

Karen Klapperstuck, Minute taker

February 7th 2009

Informal Summary of 2009 Forum on Education

The Library Education Forum took place on Friday, January 23rd, from 1.30pm-3.00pm. About 60 people (I would guess about a third library educators) attended all or some of the Forum. As moderator, I opened the proceedings by tracing the path of the Core Competences (afterwards "CCs") from the first CoPE in 1999 to their present form (which will be presented to the ALA Council for their approval on Tuesday next--the 27th) and placing them in the context of the Task Force's work. The first speaker, Rick Rubin of Kent State's LIS school, spoke positively about the CCs, calling them a "substantial contribution" leading to the question of how can we use these and other such statements to advance our profession especially in an economic environment that dictates we must use resources wisely? He felt that the CCs can form a basis for cooperation between all interests (librarians, educators, students, etc.). He stressed the importance of such positive co operation. he also stated that the CCs cannot be one time statements--but must be flexible and adaptable to new circumstances. He

thinks that the CCs can be used to invigorate discussions; frame curricular discussions; provide a framework for a reward system for employees. He closed by saying we must engage and not reject the CCs. The second speaker was Linda Williams, the coordination of Library Media Services for Ann Arundel County, MD. She applauded the CCs for embracing all aspects of the work of professional librarians (within and without libraries) and stated her beliefs that they can lead to more consistency between LIS schools and the education their graduates receive. She feels that it is very important to define the "core" to provide a template for elaborations devoted to each of librarianship's specialties. She also stressed the need for employers to work with educators, quoting Mary Ghikas as saying that "an MLS makes it possible for a person to become a librarian"--i.e., by building, with experience and training, on his or her LIS education. The third speaker was Ken Haycock of San Jose State's LIS program (also the chair of the 1999 CoPE). He warned against generalizing about the many and varied ALA-accredited LIS schools. He described San Jose State's 14 core areas based on a review of all the competence statements available to them. He too stressed that LIS education was about producing professional librarians, not only people who work in libraries but people who apply those professional skills in many environments. He spoke of the difficulty of ensuring a deep knowledge of all areas of the profession but felt that the aim was graduates was are, at least, "satisfactory" in all areas, no matter what their working specialty might be. The final speaker, Janet Swan Hill of the University of Colorado, Boulder, concentrated on cataloguing as a core competence of librarianship and discussed the CCs in that light. She, as did others, stressed the difficulty of articulating the relationships between professional education, on the job training, and experience over the years. She believed the CCs are a positive step toward advancing better relations and a better articulation. The discussion that followed the papers was wide-ranging, sometimes beyond the question of the CCs to which the Forum was devoted. There were a number of positive comments as well as specific criticisms (of, for example, a perceived lack of emphasis on service to diverse populations). There were a number of calls for breaking down the perceived barriers between educators and practitioners and an echoing of the speakers' calls for more, and more positive, collaboration and cooperation and for less defensiveness.

All the above is from somewhat scattered notes and recollections and none of the descriptions of what the speakers said are authorized versions from the speakers themselves.

Michael Gorman, January 24th 2009

