

**ALA Executive Board  
2006 Annual Conference**

**Topic:** **Status of Recommendations:**

- **1<sup>st</sup> Congress on Professional Education: Initial Education for the Profession**
- **2<sup>nd</sup> Congress on Professional Education: Continuing Professional Development**
- **3<sup>rd</sup> Congress on Professional Education: Focus on Support Staff Issues**

**Action Requested:** Review and discussion

**Proposed Motion:** *NA*

**Action Requested By:** Mary W. Ghikas, Senior Associate Executive Director  
Lorelle Swader, Director, HRDR

**Date:** 16 June 2006

**Background:**

At the 1998 Spring Board meeting, the ALA Executive Board authorized a congress on professional education, to focus on issues related to the first professional degree. A steering committee was appointed, chaired by Ken Haycock. The 1<sup>st</sup> Congress was held in April 1999, in Washington DC. Based on the deliberations of that Congress, the recommendations of the Steering Committee were developed and were considered by the ALA Executive Board at the 1999 Annual Conference.

Also at the 1999 Annual Conference, the ALA Executive Board asked a small working group of the Board to develop a recommendation for a 2<sup>nd</sup> Congress on Professional Education – to focus on issues related to continuing education. A 2<sup>nd</sup> Congress was held in November 2000, in Chicago. The Steering Committee was chaired by James Neal and, like the Steering Committee for the 1<sup>st</sup> Congress on Professional Education, included representatives of the ALA “IFLA Partner” associations (SLA, MLA, AALL, ARL), of ALA divisions and of ALA round tables. The final recommendations of the Steering Committee were received by the Board at the 2002 Midwinter Meeting. The Board acted on Management’s implementation report at the 2002 Annual Conference.

In April 2001, the ALA Executive Board approved a recommendation from LSSIRT to support and fund a 3<sup>rd</sup> Congress on Professional Education with a focus on support staff issues. An earlier [L]SSIRT Support Staff Issues Survey (1997) identified three top

issues: career ladders, compensation, access to continuing education opportunities. A Steering Committee was appointed, chaired by Julie Huiskamp. The 3<sup>rd</sup> Congress on Professional Education was held May 16-17, 2003, at the College of DuPage [IL]. The COPE3 Steering Committee presented the recommendations from this Congress to the ALA Executive Board at the 2003 Annual Conference (2002-2003 EBD#8.4). The Board received the Steering Committee recommendations and asked ALA Management to return with specific implementation recommendations. The ALA Executive Board approved the Implementation Recommendations (2003-2004 EBD#8.0) as presented by ALA Management at the 2003 Fall meeting.

The attached document summarizes the recommendations of all three Congresses. For each recommendation or cluster of recommendations, a brief summary of actions taken to date is included, along with the next step, where applicable. Complete steering committee reports are accessible on the ALA web site.

### **Updates Since Midwinter 2006:**

The ALA/HRDR continues to examine alternatives for offering ALA Continuing Education Units (CEUs). This would be beneficial to many members, particularly those who may be required to submit CEUs for maintain certification or licenses. The International Association for Continuing Education and Training (IACET) is the non-profit association that authorizes education providers that meet strict continuing education guidelines to grant CEUs.

IACET has recently created a new Licensed Standards User (LSU) category of membership. This new category comprises associations or organizations which: (1) are not-for-profit professional membership associations or organization, local/state/national government agencies which accredit, credential, or certify training providers only for their particular profession; and (2) wish to use the copyrighted IACET Criteria and Guidelines for Quality Continuing Education and Training, including the required practices, as the basis for their own criteria and required practices (by licensing them from IACET). IACET Licensed Standards Users employ IACET standards as the basis for their own standards to promote quality and consistency in their continuing education and training programs; review educational and training processes used by organizations but not the content of activities, courses or programs; monitor providers against established criteria; and, recognize providers that adhere to effective practices required by the criteria.

Currently ALA has an individual membership in IACET through HRDR. If ALA were to apply to become an LSU member association, ALA would be able to establish a program in which library organizations could become approved providers and thereby grant the equivalent of ALA-approved CEUs for the completion of library-related continuing education. Pros and cons of taking this approach are still being considered, including the structures likely to be necessary to implement such a plan within a complex organization which would include both the standard-setting body and continuing education providers.

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
1.1 Clarify the Core Values (Credo) of the Profession	CVTF1 was dismissed with thanks following debate on the Draft Statement of Core Values. CVTF2 was appointed in response to the Council debate and actions. CVTF2 reported to Council (Annual Conference 2001), recommending a process for generating discussion of values within the field. Discussion tools were created and facilitators trained at the 2002 Midwinter Meeting and 2002 Annual Conference. <u>At the 2003 Annual Conference, Council voted:</u> "That Council thanks the members of the Core Values Task Force 2 (CVTF2) for their work. That the Core Values Task Force 2 presents a concise statement for review and approval by Council at the 2004 Annual Conference." At the 2004 Midwinter Meeting, CVTF2 held a "values discussion" with members of the ALA Council and other interested attendees. At AC04 the CVTF2 presented its final report and recommendations (2003-2004 CD#7.2). The Core Values were adopted by the ALA Council at AC2004. Effective with the 2005-2006 ALA Handbook of Organization, the approved statement of core values has been added to the ALA policy manual - policy 40.1	Implemented
1.2, 1.3 Identify the core competencies for the profession; describe the competencies of the generalist of the future	The Final Report of the Core Competencies TF was presented to the ALA Executive Board in 2002 (Spring; Annual Conference). The Draft Statement of Core Competencies was referred to the COA and COE to facilitate discussion, develop a final version, and move forward at the 2003 Annual Conference. COE Chair Lorna Peterson met with the COA at their Fall 2003 meeting. COE and COA agreed on a process to facilitate discussion, with a document for consideration in 2005. [see also 2003-2004 CD#35.2 ALA COE 2004 Annual Report] Management is working with a consultant, per the COA/COE recommendation, to develop background/discussion materials. Based on delays in the project and the need to integrate the work with the 2005-2006 presidential task force, the calendar was modified. <b>COA reviewed the draft Statement of Core Competencies in their Fall 2005 meeting. COE reviewed the draft in early 2006.</b>	Both COA and COE have not reviewed the edited draft of the statement of core competencies. Based on COE and COA comments, a revised draft will be prepared and a discussion guide developed. COA Chair: Tom Leonhardt Staff Liaison: Karen O'Brien COE Chair: Lorie Roy Staff Liaison: Lorelle Swader, HRDR

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER	RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
2.1, 2.2	Recommendations 2.1, 2.2 -- Explore the possibility of an independent board for Accreditation; Determine whether ALA is accrediting programs for librarians only or also for other information professionals, including specializations	The Final Report of the External Accreditation Task Force was presented to the ALA Executive Board at the 2002 Midwinter Meeting. Management was asked to present recommendations for next steps at the 2002 Spring Board Meeting. Management recommended informal reinstitution of discussions with ALISE as an initial step.	No current activity.
2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10	Examine the process for accreditation as applied in other professions to determine and apply "best practices"; clarify and strengthen the process for cyclical review of the Standards for Accreditation; Promote knowledge and understanding of the accreditation process, specifically that it is outcomes-based and is critical to the profession; strengthen the mechanism(s) which exist for involvement of the profession in the accreditation process; strengthen the rigor of the accreditation process, including training for site visitors; ensure that core competencies and Standards are met by each accredited program; find ways to provide relevant consumer information about the review of programs to potential students, employers and other stakeholders	COPE 1 recommendations were referred to COA for action. (1) ALA/COA review practices were revised to require more extensive and explicit communication with programs being reviewed.(2) Accreditation practices in other fields were reviewed. (3) All COA procedural documentation was revised and edited for clarity and consistency and to reflect " best practices." (4) The training for site visitors was revised. (5) Recruitment of site visitors was increased. (6) COA members and OA staff have increased outreach efforts. (7) The Accreditation website has been substantially expanded. (8) The final process revision -- the appeal process -- was approved by the ALA Executive Board at the 2003 Midwinter Meeting. (9) External Review Panel training was revised and specific training for ERP chairs was offered at the 2003 Midwinter Meeting. A revised, consolidated process document has been published.	Implemented
2.5	Clarify and "mainstream" the criteria and management of the ALA/NCATE process for school librarians who choose that route	Effective 9/1/1999, responsibility for coordination of the ALA/NCATE process was assigned to the ALA Office for Accreditation; .5FTE additional staff was added to OA to support that process. ALA/AASL retained responsibility for development of standards for education of school library media specialists; new standards, developed and approved by AASL, were approved by the NCATE Board in Fall 2002. ALA/OA and ALA/AASL work cooperatively to recruit and train folio reviewers. ALA is represented at NCATE meetings, as appropriate, by members, by OA staff or by J. Walker (AASL) and M. Ghikas (ALA).	Implemented
2.11	Explore ways to expand access to graduate professional education	The ALA Executive Board believed that this recommendation could most effectively be addressed by ALISE.	ALISE consideration ongoing.

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
3.1 Develop a coordinated approach to post-MLIS certification/credentialing	The ALA Executive Board referred this recommendation to the ALA COE, which was already considering the issue. COE developed and reported on broad guidelines for certification. A "pilot" program -- the PLA/LAMA/ASCLA CPLA program -- was already being developed. At the 2001 Annual Conference, Council approved establishment of an allied professional association [501(c)6] to enable certification in post-masters specializations. A business plan for the ALA-Allied Professional Association operations was approved by the ALA-APA Board of Directors. The "standard for professional practice" which will form a basis for the initial certification program -- the Certified Public Library Administrator -- was approved by the ASCLA/LAMA/PLA Boards. The ALA-APA CPLA Certification Board and the ALA-APA Certification Committee appointments have been made and both committees met for the 1st time at the 2005 Midwinter Meeting. The ALA-APA Certification Review Committee presented process recommendations to the ALA-APA Council (2004-2005 APACD# 10) for action.	The initial steps to implement the Certified Public Library Administrator program have been taken. Course provider applications have been received. The first applications from librarians seeking certification have been received. ALA-APA CPC Chair: Christine Hage CPLA CRC Chair: Eva Poole Staff Liaison: Jenifer Grady
3.2 Explore establishing a [independent] center for continuing education and professional development	See Congress II -- Recommendation 1	See Congress II - Recommendation 1
3.3 Focus conference programs as continuing education/professional development opportunities	A structured, "tracked" conference program was implemented at the 2001 Annual Conference, with subsequent continued development. A representative member task force coordinates programming at each annual conference (subcommittee to the ALA Conference Committee). Additional focused content (e.g. the "auditorium series," the closing session, and juried vendor programs) have been introduced. ALA Conference Committee continues to exercise general oversight and to recommend enhancements.	Implemented.
3.4, 3.5 Encourage stratification of trained personnel; clarify roles of personnel who work in libraries	The Library Career Ladders TF focused on revision to the Library Education and Personnel Utilization policy (1970), working with the HRDR Advisory Committee. The revised policy was approved by ALA Council at the 2002 Midwinter Meeting.	Policy 54.1; Current Reference File: <i>ALA Library and Information Studies Education and Human Resource Utilization: A Statement of Policy</i> (2001-2002 CD#3). <u>Adopted.</u>

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
3.6 Determine how to recognize foreign credentials	On recommendation of the COE, ALA Council amended policy 54.2 as follows: "The master's degree from a program accredited by the American Library Association ( <u>or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country</u> ) is the appropriate professional degree for librarians." Employers (or individual professionals) requesting assessment of credentials are referred to an appropriate assessment agency by HRDR.	Policy 54.2 <u>amended</u>
4.1 Market librarianship as the 21st century profession; Recommendation 5.6 -- Develop strategies to address shortages in the field (see also Recommendation 4.2)	The @YourLibrary Campaign focused in 2002-2003 on the "Campaign for America's Librarians." The 2001-2002 ALA presidential focus included recruitment and featured a recruitment teleconference. ACRL completed a recruitment video, which is available on the ACRL website. The Recruitment Assembly (HRDR Advisory Committee) was reactivated and conducted recruitment training at the 2003 Annual Conference. The Recruitment Assembly, working through HRDR, announced development of an expanded recruitment section on the ALA website.	See <a href="http://www.ala.org/ala/hrdr">www.ala.org/ala/hrdr</a> for an expansive array of resources of library careers and library employment opportunities, for both librarians and library support staff.
4.2 Address the need to improve salaries	The Better Salaries TF, a 2002-2003 presidential task force (appointed in 2001-2002) developed an extensive web site and Toolkit. Targeted advocacy training was provided at the 2002 Annual Conference, with additional training planned in 2003. Advocacy for better salaries, pay equity, comparable worth and other status-related issues (the "mutual professional interests of library workers") was incorporated into the broadened focus on the 501(c)6 entity established in 2002 -- the ALA-APA. The ALA-APA Council adopted Bylaws at the 2003 Midwinter Meeting. Under those Bylaws, the ALA-APA Board of Directors has established an ALA-APA Salaries and Status committee (standing); the committee held its first meeting at the 2004 Midwinter Meeting. The ALA-APA Salaries and Status Committee screened a new video supporting better salaries advocacy at the 2004 Annual Conference. Video sales are ongoing through the ALA-APA.	Ongoing

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER	RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
4.3, 4.4, 4.5	Develop a problem-based research agenda for the profession for the next five years; fund research important to the profession; disseminate (in appropriate ways) the findings and conclusions from research and their implications for professional practice	The ALA Executive Board referred these recommendations to the ALA Committee on Research and Statistics. (4.3) CORS submitted a proposal to IMLS (2/2000) which was not funded. Further action was postponed pending publication of the Spring 2003 issue of <i>Library Trends</i> , focusing on research. (4.4) The \$25,000 ALA Research Grant was established in the FY01 budget and awarded for the first time in January 2001. The grant was suspended in FY02 for budgetary reasons; funding remains uncertain. (4.5) A report listing the many ways ALA disseminates research was compiled and is available on the web site. OFD provides an annual Diversity Research grant.	Ongoing
5.1	Create a structure for continuing dialogue between library and information studies educators and practitioners to continue work begun at this Congress.	ALISE, in cooperation with ALA, provides an opportunity for educator/practitioner discussion at the end of each ALISE annual conference/beginning of each ALA Midwinter Meeting. Educator-practitioner dialog was the 2003 ALISE Annual Conference theme. A plenary session focused on the application of research to practice.	The 2005-2006 presidential task force and ALA President Michael Gorman are holding a forum on library education at the 2006 Midwinter Meeting, to engage both educators and practitioners on issues in library education.
5.2, 5.3, 5.5	Create partnerships between library and information studies educators and alumni and between educators and employers; foster partnerships between graduate programs and alumni to engage alumni in mentoring and sharing expertise, donating time as well as money; encourage a coordinated approach to methods for learning in library and information studies	The ALA Executive Board agreed that this recommendation might be most effectively addressed by ALISE, with continuing communication with and cooperation from ALA.	
5.4	Develop mechanism(s) to provide mentoring throughout one's career (including pre-graduate degree)	The ALA Executive Board referred this recommendation to COE, to investigate, coordinate with other ALA units and other associations, and develop further recommendations and/or operational practices. ACRL has a mentoring initiative. ASCLA has a mentoring initiative. This topic remains on the COE agenda. COE requested that this recommendation be redirected to HRDR Advisory Committee, because of its focus on career development.	<i>At the 2005 Midwinter Meeting the ALA Executive Board referred this recommendation to the HRDR Advisory Committee. HRDR Advisory has already added an opportunity for individuals to mentor through its new Recruitment website. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader</i>

## CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
5.7 Create a document that identifies responsibilities of educators and responsibilities of employers.	Responsibilities of educators and employers was discussed at the 2nd Congress on (Continuing) Professional Education.	
5.8 Authorize preparation and publication of the papers and proceedings of the Congress on Professional Education.	Documents remain accessible on the ALA web site.	
5.9 Convene a meeting of the partner associations, represented by their presidents and executive directors, to discuss how to move forward with these recommendations and the conversations begun around professional education.	ALA regular convenes a "partner association" meeting at each Midwinter Meeting and Annual Conference. Education-related issues have been discussed. No more formal or targeted meeting has been convened.	Congress II -- Recommendation 4d called for the "IFLA partners" to collaborate in development of a formal (ie clearly-articulated, documented, scheduled) mechanism for working together in the area of continuing education, and invite other library-based associations to participate in the collaborative process so-designed. <b>TBD</b>
6.1 (also 1.4, 2.12, 3.7, 4.6, 5.10) Address diversity considerations -- multilingual, multiethnic, multicultural -- in order to recruit, educate and place students from diverse populations as professional librarians to ensure programs and services and support for special needs and the underserved.	The ALA Executive Board referred this recommendation to the Council Committee on Minority Concerns & Cultural Diversity (now the Council Committee on Diversity) to investigate, coordinate with other ALA units and other associations, and develop further recommendations and/or operational practices. CCMC/CD held a special meeting prior to the 2000 Midwinter Meeting. ALA established an Office for Diversity.	Ongoing. Both the ALA-developed Spectrum program and the Knowledge River Project at the University of Arizona (IMLS funding) provide useful models.



## CONGRESS II: CONTINUING PROFESSIONAL DEVELOPMENT -- November 2000 -- Chicago

NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
1 Plan and implement a web-based, digital "clearinghouse" for continuing professional development, across all LIS specializations, allowing for participation by multiple providers, linking to competency statements	This recommendation was referred to Management to develop an implementation plan for the FY03. Specific sub-recommendations were referred to the ALA Committee on Education. The ALA MPS Team incorporated this into its 2003 goals and is working with a member task force including the ALA Committee on Education, ALA Web Advisory Committee, HRDR Advisory Committee, LITA and CLENERT. The ALA staff team leaders -- and liaisons to the member task force -- are Lorelle Swader (HRDR), Sherri Vanyek (ITTS) and Mary Taylor (LITA). An interim report from the CE Clearinghouse TF went to the ALA Executive Board at the 2003 Midwinter Meeting (EBD#10.1). The CE Clearinghouse (website) as previewed at the 2004 Midwinter Meeting. Based on feedback, modifications to made to the site and to the controlled vocabulary.	The 1st phase (ALA/Division CE) of the CE Clearinghouse was implemented in Fall 2004. The clearinghouse will be updated and expanded during 2006-2007.
2 Charge the ALA Committee on Research (& other LIS organizations) to undertake a variety of studies aimed at assessing current levels of investment in continuing professional development, documenting the organizational and economic impacts of such development, defining more effective ways to articulate problems arising in practice & move research into practice, and convene a "think tank" of leaders to "advance innovative and entrepreneurial thinking and action on professional development for librarians and other information professionals."	The ALA Executive Board referred Recommendation 2 (with specific recommendations a-d) to the ALA Committee on Research and Statistics. The ALA Office for Research and HRDR gathered relevant data. The Committee on Research & Statistics (CORS) reported to the ALA Executive Board at the 2003 Midwinter Meeting (EBD#10.0). The Committee on Research and Statistics (CORS) reported to the ALA Executive Board at the 2003 Annual Conference (EBD #10.4). The ALA Executive Board confirmed CORS' recommendation of a continued relationship between ALISE/COE/CORS, and voted to approve CORS' recommendation to move the "think tank" recommendation from COPE II to COE for further study.	The "think tank" recommendation has been added to the COE agenda. COE Chair: Lorie Roy Staff Liaison: Lorelle Swader

## CONGRESS II: CONTINUING PROFESSIONAL DEVELOPMENT -- November 2000 -- Chicago

NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
3 Explore the implications of and strategies for integrating the functions of a 501c6 organization -- including but not limited to certification -- with the development of competencies and continuing professional development programs.	The ALA Executive Board referred to the ALA Committee on Education the specific recommendation to incorporate various "competency" statements into the web-based "clearinghouse" or continuing professional development site. <b>(See Congress II -- Recommendation 1)</b> ALA-APA Bylaws were approved by the ALA-APA Council at the 2003 Midwinter Meeting. The Business Plan was approved by the ALA-APA Board of Directors. The ALA-APA has been incorporated in the State of Illinois. Other establishment steps are underway. The 1st ALA-APA Director (Jenifer Grady) began at the end of 2003. The ALA-APA received tax exempt status -- 501(c)(6) -- from the U.S. Internal Revenue Service early in 2004. The ALA-APA expects to implement the initial certification program (Certified Public Library Administrator) beginning in FY2005. Other certification programs are being discussed by the competency-setting groups within ALA.	Implemented; ongoing
4 Establish a "venue and mechanism for sustained communication and collaboration related to continuing professional development," including ALA units, other associations, education providers and other stakeholders -- specifically including an assessment of the need for an ALA standing committee and the role of CLERNET.	The ALA Executive Board referred coordination within the ALA structure to the ALA Committee on Education for recommendation of the "best mechanism," with a report from COE at the 2003 Midwinter Meeting. Following discussion with COO in 2002, the COE is focusing on more intense development of the role of the Education Assembly.	Ongoing
5 Establish an ALA Office for Continuing Professional Development, responsible for the "creation, delivery and assessment of traditional, technology-enhanced and distance learning courses and programs."	The ALA Executive Board referred this recommendation to Management for additional analysis of organizational impact, relationship to other offices, potential structure and financial support, with follow-up recommendations to come forward with the FY2004-FY2005 strategic plans and budgets. Updating the ALA Executive Board on the CE Business Plan (Spring 2004), Management recommended that HRDR play a facilitative role in continuing education.	Internal planning ongoing. <b>HRDR is currently reviewing options for granting ALA CEUs for continuing education.</b> Staff Liaison: Mary W. Ghikas

## CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL

NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
1.1.1	Conduct a needs assessment that will allow ALA to survey library support staff regarding their interest in the Association and the ways in which the Association can meet their needs.	The ALA 2010 strategic planning process, beginning in 2003-2004, will include both questionnaires and focus groups. Support staff will be included in those surveyed and in focus groups. At the 2003 Fall Meeting, the ALA Executive Board approved a recommendation to ensure substantive inclusion of library support staff in ALA 2010 focus groups. LSSIRT participated in the ALA2010 strategic planning process.	
1.1.2	Create, foster, and preserve an environment within ALA for support staff that is a model for state and local library associations.	COPE3 Steering Committee Chair Julie Huiskamp distributed a letter to divisions and other ALA groups prior to the 2003 Annual Conference, urging the use of "inclusive" language. ALA PIO developed a revised "template" for press release language. At the 2003 Fall Meeting, the ALA Executive Board approved a recommendation to ask ALA President Carla Hayden to reinforce the use of inclusive language during her presidential year. Based on discussion at the Spring 2005 meeting of the ALA Executive Board (EBD#12.58), the draft statement was revised.	At the 2005 Annual Conference, the ALA Council adopted CD#49, ALA Policy on Inclusiveness and Mutual Respect."
1.1.3	Foster ways to ensure the appointment of support staff members to ALA and division committees, task forces, and work groups by their presidents.	At the 2003 Fall meeting, the ALA Executive Board approved a recommendation to (a) ask LSSIRT to take an active role in making recommendations, (b) ask LSSIRT (in consultation with the Executive Board and staff liaisons) to develop a recommendation, for referral to COO, of committees and/or assemblies on which a designated LSSIRT liaison or representative would be appropriate, and (c) stress, as part of leadership orientation, the importance of all types of diversity -- including library role -- in appointments and nominations. LSSIRT began consideration of COPE3 recommendations at the 2004 Midwinter Meeting.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. LSSIRT president-elects continue to work with the ALA president-elect in supplying support staff names for inclusion in the appointment process. Several members of the LSSIRT are also petition candidates for Council. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader
1.1.4	Identify a process that allows research agendas on support staff issues to be forwarded within the Association and to outside groups, including MLS and doctoral programs, as appropriate.	CORS has been actively reviewing various issues related to research agendas. At the 2003 Fall meeting, the ALA Executive Board approved a recommendation to refer to LSSIRT/CORS/COO to develop a recommendation for Council action to add an LSSIRT representative to the ALA Research and Statistics Assembly.	LSSIRT is working with CORS to appoint someone to the ALA Research and Statistics Assembly. Programming on statistics is also underway for the 2005 "Conference Within A Conference" for Support Staff. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader

# **CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL**

NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
1.1.5	Foster an awareness within ALA of the need for programming which is geared toward support staff issues (compensation, training, career ladders, etc.) and interest.	<u>LSSIRT is represented on the ALA Education Assembly.</u> At the Fall 2003 meeting, the ALA Executive Board asked that the COPE III implementation report be distributed to ALA committees, divisions, round tables and other groups creating programming within ALA. The first "conference-within-a-conference" was presented at the 2005 ALA Annual Conference.	The Empowerment Conference-within-a-Conference is being held for a 2nd time at the 2006 ALA Annual Conference in New Orleans. Staff Liaisons: Deidre Ross and Lorelle Swader
1.2.1, 1.2.2	ALA should undertake an economic study of the feasibility of a dues structure that would allow substantial support staff participation in ALA. Following completion of this study, ALA should market membership options, including joint membership opportunities, widely to library support staff.	An ALCTS/RUSA/LSSIRT joint recruitment effort is in the 3rd year of a 3-year trial. A support staff position was added to the ALA Membership Committee. At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the ALA Membership Committee, with a report back, including a possible promotional strategy, at the 2004 Annual Conference. A joint LSSIRAT/Membership Committee Task Force has been formed and will meet electronically prior to the 2004 Midwinter Meeting. At the 2004 Midwinter Meeting, the ALA Membership Committee recommended a special support staff membership category/dues rate to the ALA Council. On Council's approval, the new membership category was placed on the Spring 2004 ballot and was approved by the ALA Membership. The new membership category/dues rate will be effective September 1, 2004.	The special dues rate for library support staff was implemented 1 September 2004.

## CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL

NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
1.3.1	ALA and LSSIRT should undertake a joint effort to increase awareness of library support staff issues within regional, state and local associations and, at the same time, market the benefits of association membership to library support staff.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and to the ALA Chapter Relations Committee, to set up a joint meeting for the purpose of sharing information and developing a plan to increase awareness. LSSIRT and the ALA Chapter Relations Committee considered this recommendation at the 2004 Midwinter Meeting.	LSSIRT and Chapter Relations Committee are discussing. LSSIRT has also begun discussions to establish an "affiliate" network of state/regional support staff groups. LSSIRT also maintains a National Directory of Paraprofessional Organizations on its website. Members of the HRDR Advisory Committee are also assisting with this directory. Chapter Relations Chair: Ling Hwey Jeng Staff Liaison: Michael Dowling LSSIRT President: Susan Knoche HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader
1.4.1	LSSIRT should create a timeline and tactical plan for movement from an ALA roundtable to an ALA division.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT.	At their 2004 Midwinter Meeting, members of the LSSIRT Steering Committee discussed the issue and decided to table this recommendation for future consideration after the round table has a larger membership and becomes more financially stable. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader
1.4.2	LSSIRT should appoint a taskforce to monitor the progress on implementation of the recommendations from COPE 3 and to create an LSSIRT action agenda based on the work of the COPE3 delegates.	At the Fall 2003 meeting, the ALA Executive Board asked Management to provide a regular update on implementation progress, and to distribute that report to LSSIRT and solicit LSSIRT feedback and concerns.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader
1.5.1	ALA should ensure the wide-spread publication of COPE 3 recommendations and outcomes and consider subsequent COPE events focused on library support staff issues.	At the Fall 2003 meeting, the ALA Executive Board, by copy of the implementation report, requested ALA Public Information Office, <i>American Libraries</i> and others disseminating information to ALA members and the public to be alert to opportunities to highlight the work of all library staff and progress on the implementation of COPE 3 recommendations.	LSSIRT has established a link to the COPE3 Reports on their website. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader

### CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL

NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
2.1.1	ALA's career recruitment efforts should include all library workers and not be aimed only at MLS librarians.	At the Fall 2003 meeting, the ALA Executive Board referred to LSSIRT/HRDR Advisory/COO a recommendation that an LSSIRT representative be added to the ALA Recruitment Assembly; that has been done.	The HRDR Advisory Committee, working with the ALA Recruitment Assembly, is developing a new Recruitment Website that will focus on Career and Education opportunities for "all" library workers. A demo of the website was available during the 2005 Midwinter Meeting. Additionally, the Library Support Staff Resource Center is now housed on the ALA website. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader
2.1.1	An ALA or LSSIRT website recruitment effort should be aimed at raising awareness of employment opportunities at all levels in libraries and include "The Face of American's Libraries," a catalog pictorial of library workers in all types of libraries.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to HRDR Advisory and LSSIRT, for joint action.	The HRDR Advisory Committee working with the ALA Recruitment Assembly, is developing a new Recruitment Website that will focus on Career and Education opportunities for "all" library workers. A demo of the website was available during the 2005 Midwinter Meeting. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader

# CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL

NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
2.2.1, 2.3.1, 2.4.1	ALA should appoint a taskforce to establish a career ladder for support staff that is supplemental to ALA's Library and Information Studies Education and Human Resource Utilization policy statement. This support staff career ladder (lattice) should consider: standardized job titles, staff training and development standards, certification levels, competencies, compensation. The support staff career ladder taskforce should include job descriptions and classifications in its work and consider developing of mission-based job descriptions for library support staff and librarians for use as models. The support staff career ladder taskforce should include formulas for recommended pay scales for library support staff in its work.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, HRDR Advisory and ALA-APA, to (a) review 2001-2002 CD#3 for possible amendments or enhancements, (b) prepare any revision to policy 54.1 for Council consideration by the <u>2005 Midwinter Meeting in Boston.</u> Consideration of this recommendation began at the 2004 Midwinter Meeting.	This document is currently being reviewed by the HRDR Advisory Committee. HRDR Advisory Chair: Julie Brewer LSSIRT President: Olivia Madison Staff Liaison: Lorelle Swader
2.2.2	ALA and its divisions should consider stronger programming in human resources development for libraries with an emphasis on new models for classification, job description, pay for responsibility and performance, and other pertinent areas.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to ALA program groups (ALA divisions, ALA round tables), with encouragement to includes issues and concerns relevant to library support staff.	Ongoing
2.4.2	ALA should commit to including support staff salaries in its annual Salary Survey by 2004.	Management recommended two surveys. At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to CORS, with a report back at the 2004 annual meeting in Orlando. The recommendation was considered by CORS at the 2004 Midwinter Meeting.	The 2004 ALA-APA Salary Survey: Librarians includes a section aimed at determining the most consistent terminology. Based on this preliminary work, ALA-APA will develop a 2nd salary survey -- Library Support Staff -- in 2005. <i>CORS Chair: Daniel O'Connor</i> <i>Staff Liaison: Denise Davis</i> <i>ALA-APA Liaison: Jenifer Grady</i>

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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
3.1.1	ALA, in cooperation with LSSIRT and other appropriate stakeholders, should study the feasibility of developing a voluntary national support staff certification program administered by the ALA-APA. Successful state models should be studied and access, practicality, and quality should be included in the considerations.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, with a request that they assume a leadership role in investigating the feasibility of certification, in cooperation with appropriate divisions. LSSIRT began consideration of various COPE3 recommendations at the 2004 Midwinter Meeting.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. A web-based survey related to national certification for library support staff was conducted in Fall 2004. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i>
3.2.1	ALA should move forward with acceptance of the 1998 revision of <i>Criteria to Prepare Library Technical Assistants</i> and establish a process that will allow the evaluation and revision of these criteria at regular intervals.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the COE, with a request that they review and update the <i>Criteria to Prepare Library Technical Assistants</i> , for consideration by the ALA Council at the 2004 Annual Conference in Orlando, and that COE establish a process and schedule for the maintenance of these criteria. COE considered this recommendation at the 2004 Midwinter Meeting. The Criteria to Prepare Library Technical Assistants (2003-2004 CD#35.3) was presented and approved at AC04.	The Criteria to Prepare Library Technical Assistants was approved by the ALA Council, Annual Conference 2004. Processes for regular review and update of the criteria remain on the COE agenda.
3.2.2	If a support staff certification program is established through ALA-APA, ALA should study the feasibility of establishing a process for the approval or endorsement of continuing education programs for library support staff.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and ALA-APA.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. The ALA-APA Board of Directors has established a standing committee on certification to guide development of future ALA-APA certification programs. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i> <i>ALA-APA Certification Chair: TBA</i> <i>ALA-APA Liaison: Jenifer Grady</i>



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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
3.3.1	The support staff career ladder task force (see 2.1.1) should include in its work the establishment of competencies for library support staff. These competencies should relate to program accreditation, library support staff certification, and approval of library support staff development activities.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the ALA Divisions, with a request that they develop statements of competencies for library support staff in various specializations (e.g. copy cataloging, acquisitions, technology, human resources), in cooperation with LSSIRT; they also referred this recommendation to COE and LSSIRT, with a request that they develop a statement of competencies for the entry-level, "generalist" library support staff member, with an initial report at the 2005 Annual Conference in Chicago.	COE has appointed a sub-committee to examine this issue. COE Chair: Lorie Roy LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader
4.1.1	Formal education programs at all levels (LTA/AA, BA/BS, MLS) should be accessible and able to meet the needs of full-time library workers.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, HRDR Advisory, ALA COE. COE asked that this recommendation be redirected to HRDR Advisory Committee as it more appropriately belongs in the area of training and development.	At the 2005 Midwinter Meeting, the ALA Executive Board, at the request of COE, referred this recommendation to the HRDR Advisory Committee. The HRDR Advisory Committee is currently drafting an ALA statement to encourage employers to allow staff to attend LTA programs with tuition assistance, flexible schedules, etc. This report will be presented to the ALA Executive Board at Annual Conference. LSSIRT President: Susan Knoche HRDR Advisory Chair: Olivia Madison COE Chair: Lorie Roy Staff Liaison: Lorelle Swader
4.1.2	ALA, LSSIRT and other appropriate groups should promote and support more regional and local training opportunities for library support staff. These opportunities should focus on specific work areas such as technical seminars for on-line products, readers' assistance, and circulation.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT. The first "conference-within-a-conference" focused on issues relevant to support staff was held in conjunction with the 2005 ALA Annual Conference.	A "Conference-Within-A-Conference" will be held in conjunction with the 2006 ALA Annual Conference. The planning committee represents both LSSIRT and CLENERT, as well as COLT.

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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
4.1.3	Scholarships, fellowships, and other opportunities should be established for library workers who are continuing their formal education and attending continuing professional development activities.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT. ACRL offered ten scholarships specifically for library support staff to attend their 2005 National Conference in Minneapolis.	ALCTS announced the establishment of a Support Staff Grant underwritten by Sage Publications for support staff to attend Annual Conference. ALCTS President: Rosann Bazirjian Staff Liaison: Charles Wilt
4.1.4, 4.2.1	ALA should create and maintain a web-based database of educational programs for library workers inclusive of program offerings, distance options, and program costs. ALA should create and maintain a web-based continuing education clearinghouse.	This recommendation was initially made by ALA COE and then by COPE 2. The CE Clearinghouse was demonstrated at the 2004 Midwinter Meeting and is expected to be generally available late in 2004. The Continuing Education Clearinghouse (COPE 2) will include an interactive form enabling ALA and affiliate groups to add continuing education offerings to the Clearinghouse.	See Congress II, Recommendation 1
4.2.2	ALA should develop guidelines for libraries and parent institutions that include recommended budget expenditures for staff development, funding sources, and ideas for cooperative staff development offerings.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to HRDR Advisory Committee and ALA-APA for further consideration, with a report back to the ALA Executive Board at the 2005 Midwinter Meeting in Boston. This recommendation was also referred to HRDR, LAMA and PIO, to promote the value of training and development for all library workers.	The HRDR Advisory Committee is currently drafting an ALA statement on training budgets, funding sources, and cooperative staff development HRDR Advisory Cte. Chair: Olivia Madison Staff Liaison: Lorelle Swader

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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
4.2.3	Networks and consortia for continuing professional development for library workers should be established and funding support should be sought from appropriate sources.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and ASCLA, to explore ways of encouraging opportunities for support staff development, with a report to the ALA Executive Board by the 2005 Midwinter Meeting in Boston. LSSIRT and ASCLA discussed this recommendation at their 2004 meetings. A task force from ASCLA and LSSIRT was appointed to continue the discussion; the Task Force chair is Jerry Krois, Wyoming State Library. A report, with recommendations, was presented to the ALA Executive Board at the 2005 Midwinter Meeting. At the Spring 2005 meeting of the ALA Executive Board, management reported on implementation of these recommendations (EBD#12.51).	One recommendation was to make broadly applicable e-courses (e.g. Element K) broadly available to ALA members, as such courses would be particularly attractive to support staff. ALA has reached an agreement, through SEFLIN, to do that. The ALA e-learning site opened in January 2006. <i>ASCLA President: Diane Paque</i> <i>ASCLA Executive Director: Cathleen Bourdon</i>
5.1.1, 5.2.2	ALA and LSSIRT should take a leadership role in developing resources, including best practices, that exemplify ways in which library workers have established mutually respectful work environments. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and HRDR Advisory to develop a suitable mechanism for sharing "best practices," with a report to the ALA Executive Board at the 2005 Midwinter Meeting in Boston.	<i>HRDR Advisory Chair: Julie Brewer</i> <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i>
5.1.2, 5.2.2, 6.1.1	ALA and LSSIRT should develop a statement on respect for all library workers. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged. ALA's public relations and marketing campaigns should be designed to promote inclusiveness within the Association.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and HRDR Advisory for joint development of a draft statement, for review by other ALA groups at the 2005 Midwinter Meeting in Boston, and for consideration by the ALA Council at the 2005 Annual Conference in Chicago. LSSIRT and HRDR Advisory Committee considered this recommendation at the 2004 Midwinter Meeting. The ALA Public Information Office has developed an internal practice related to inclusive language.	Ongoing.
5.2.1, 5.2.2	Open dialog between all library workers should be modeled in ALA. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT for further development, with a recommendation to the ALA Executive Board at the 2005 Midwinter Meeting in Boston.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i>

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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
5.3.1	ALA should develop a policy to ensure that all library workers are included in ALA initiatives, communications, and programs. This policy should be viewed as a model for all libraries and their parent institutions.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, Public Awareness Committee, and HRDR Advisory Committee for review, with an interim report to the ALA Executive Board at the 2004 Annual Conference in Orlando and a policy statement, if proposed, for consideration by the ALA Council at the 2005 Midwinter Meeting in Boston.	
6.1.1, 6.1.2	ALA's public relations and marketing campaigns should be designed to promote inclusiveness within the Association. A national marketing campaign aimed at various age groups should be developed to illustrate the many facets of library work.	At the 2003 Fall meeting, the ALA Executive Board referred 6.1.2 to HRDR Advisory Committee/ Recruitment Assembly to incorporate into planning for career fairs and other recruitment efforts.	
6.2.1, 6.2.2	A proposal for a regular support staff column should be developed by LSSIRT and presented to American Libraries and Library Journal for their consideration. More coverage of support staff issues should be provided by library publications.	At the Fall 2003 meeting, the ALA Executive Board referred 6.2.1 to the American Libraries Advisory Committee and LSSIRT, to develop a mutually-agreeable mechanism for including support staff and support staff issues. The March 2005 issues of American Libraries focused on support staff.	The ALCTS Publications Cte (Nick Medeiros) surveyed support staff in fall 2005 about what publications would be beneficial to them. Findings will be reported at the ALCTS Board meeting with information released after the Midwinter Meeting. ALCTS received 240 responses to the survey.

# ***GUIDELINES FOR STAFF DEVELOPMENT***

## ***For Libraries and Their Parent Institutions***

**ALA Office for Human Resources Development and Recruitment  
Advisory Committee**

### **Purpose of Staff Development**

“Libraries today are more complex than ever and are meeting expectations much greater than these libraries experienced in the past. Meeting these new expectations and living in this considerably more complex environment is possible only through attention to and enhancement of knowledge, skills, and behaviors of the individuals who make up the organization. For this reason staff development and continuing education will begin to take their places among the most strategically urgent activities in which libraries and the library profession engage.” (Avery *et al.*, 2001: 5)

### **Definition of Staff Development**

There are a number of ways in which staff development may be viewed or defined. For the purposes of this document, staff development may be defined as the cooperative efforts of employer and employee to build individual capacity to meet the library’s mission and serve its community. Staff development incorporates a wide variety of activities, from orientation and training programs for new employees, to in-house workshops, symposia, lectures, etc., external activities such as conferences, and independent learning efforts. The usual measure of whether something may be considered a staff development activity is whether the library supports the activity in some fashion, be it through work time, financial support, etc.

### **Key Factors for a Successful Staff Development Program**

In order for a staff development program to be successful, a number of key factors must be present. These include:

1. There is top-level support for and commitment to the program.
2. The program is aligned with the library’s strategic plan.
3. The program is based on initial and ongoing assessments.
4. It is sustainable and supportable over time.
5. Opportunities are for everyone (admittedly with less focus on seasonal or temporary workers).
6. Opportunities are varied, consistently offered and appropriately targeted.
7. Employees are aware of and can expect ongoing support (such as use of work time) for participation in learning activities.
8. Base funding is stable from year to year.
9. Staff positions are dedicated to developing, operating and assessing the program.

(See examples of “best practices” on the ACRL and ARL Web sites listed in the “Resources” section of this document.)

### **Recommended Budgetary Expenditures**

Funding for staff development varies greatly from institution to institution. Recommended expenditures range from three to ten percent of staff salaries to one percent of all staff-related expenses. The key factor to consider when determining funding is that resources are committed over time to support the staff development program.

### **Funding Sources**

The major source of funding for staff development programs usually is the library operating budget. Supplemental funds can come from a variety of sources: endowment, grants from state or federal sources, Friends of the Library groups, or gifts not targeted for other use by donors. The key here again is that resources are committed and are stable from year to year.

### **Ideas for Cooperative Staff Development Offerings**

Resource-sharing for staff development activities not only results in cost savings but in expanded offerings for staff in any single institution. Reciprocal arrangements can take a variety of forms, including bartering with the library's parent institution to trade activities and instructors. The same kinds of trades can be done among area libraries or consortia. Frequently state libraries are sources of staff development activities such as workshops and conferences. A local library may volunteer to host a state-level activity to reduce costs and time for the local library's employees to participate. Likewise, local, state or regional library associations are excellent sources for cooperative staff development. National or international associations not only offer conferences but also national or regional institutes, which a local library may volunteer to host. Another option is for a library to adapt another library's staff development materials.

### **Resources**

ACRL Effective Practices - <http://www.ala.org/ala/acrl/acrlissues/effectiveprac/browse.htm>

ALA: Continuing Library Education and Networking Exchange Committee (CLENEX)  
<http://www.ala.org/ala/clenert/aboutclene/aboutclene.htm>

ARL Library Staff Development Programs: Key Components  
[http://www.arl.org/olms/staffdev/key\\_components.html](http://www.arl.org/olms/staffdev/key_components.html)

Avery, Elizabeth Fuseler, Terry Dahlin, and Deborah A. Carver. *Staff Development: A Practical Guide*. 3<sup>rd</sup> edition. Chicago: American Library Association, 2001.

Messas, Kostas, et al. *Staff Training and Development*. Spec Kit 224. Washington, D.C.: Association of Research Libraries, Office of Management Services, 1997.

Staff Training Honor Roll (developed and maintained by the Programs & Special Projects Working Group and MONEYTALKS! of the Freedman Special Presidential Task Force on Better Salaries & Pay Equity)  
<http://www.mjfreedman.org/honorrollsite/index.html>

Van Kavelaar, Eileen K. *Conducting Training Workshops: A Crash Course for Beginners*. San Francisco: Jossey-Bass/Pfeiffer, 1998.