**AMERICAN
LIBRARY
ASSOCIATION**

3rd Congress on Professional Education:
Focus on Library Support Staff
◆
Report of the Steering Committee

June 2003

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COPE 3 Steering Committee

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History, Focus, and Planning

History

In June, 1996, at the ALA Annual Conference, the Support Staff Interests Round Table [SSIRT], led by Dorothy Morgan, SSIRT President, presented a strategic planning process to its Steering Committee. The Steering Committee approved this process and appointed a Strategic Planning Committee. This Committee disseminated a SSIRT Support Staff Issues Survey in 1997 which resulted in 2,000 responses from support staff all over the United States and Canada. The survey results, which were presented to the SSIRT Steering Committee, identified three top issues among library support staff. Those issues included:

1. Career ladders [few opportunities for advancement].
2. Compensation not appropriate to level of education, experience, and responsibilities.
3. Access to continuing education and training opportunities.

As a result of its background work, SSIRT presented a proposal to the ALA Executive Board at the ALA Midwinter meeting in 2001. This proposal would establish a preliminary planning group to develop a recommendation, including budgeting, for a Congress-type event addressing issues concerning non-MLS workers. The preliminary planning group included Paulette Feld [SSIRT], Camila Alire [ALA Executive Board], Mary Ghikas [ALA staff], Lorelle Swader [ALA staff], and Danielle Alderson [ALA staff].

Based on the preliminary planning group's work, the ALA Executive Board, at its Spring Board meeting in April, 2001, approved the group's recommendation to support and fund a third Congress on Professional Education with a focus on issues concerning support staff in libraries [COPE 3].

A COPE 3 Steering Committee was appointed by the ALA Executive Board with representatives from SSIRT, COLT, ALA Executive Board, HRDR Advisory Committee, 2 ALA Divisions, the ALA Committee on Diversity, and the Library/Media Technician Training Committee from ACRL's Community and Junior College Libraries Section.

Julie Huiskamp, who chaired the Career Pathways Taskforce from COPE 1, was asked to chair the COPE 3 Steering Committee. Mary Ghikas, Lorelle Swader, and Danielle Alderson were named ALA staff liaisons to the Steering Committee.

The Committee has served at the pleasure of the Board and, with the Congress complete and this report submitted to the Board, has completed its charge.

Focus and Terminology for the Congress

There are many volatile issues surrounding library support staff. Two that the Steering Committee faced immediately were definition and terminology. It was decided, at the first meeting of the Steering Committee, that the exclusion noted by the preliminary planning group that recommended COPE 3 to the ALA Executive Board would be

honored in defining library support staff for this Congress. In their April 17, 2001 memo to the Executive Board, the group stated:

> While it is recognized that library support staff are defined as those involved in library operations at all levels, for purposes of this particular Congress, the planning group felt that emphasis should <u>not</u> be on non-MLS "specialists" within the library settings. (i.e., human resource managers, public relations specialists, information technology specialist, graphic artists, media relations specialist, etc.) The planning group felt that this group of individuals employed in libraries, have very different issues than library support staff or paraprofessionals. Many "specialists" identify more strongly with their principal areas of expertise rather than the broader field of library work.

In accepting this statement, the Steering Committee declared the focus for COPE 3 to be on those library workers who work in positions in the library that do not include specialists or those in positions defined as requiring the MLS.

The term used to describe these library workers, which was used by the Steering Committee in naming the Congress and in all official references from COPE 3, is *library support staff*. Delegates were informed of this choice at the opening of the Congress, but were encouraged to use terminology with which they were comfortable during the Congress.

Planning for COPE 3

The Steering Committee held planning meetings on the following dates:

- ♦ ALA Midwinter Conference, January 2002, New Orleans, LA
- ♦ ALA Annual Conference, June 2002, Atlanta, GA
- ♦ Site Visit/Retreat Meeting, September 2002, College of Du Page, Glen Ellyn, IL

Work was also conducted electronically and by phone. Among their actions in planning the Congress over the course of eighteen months were:

1) refining the title of COPE 3 to be *The 3rd Congress on Professional Education: Focus on Library Support Staff*;

2) setting the COPE 3 date and place - May 16-17, 2003 at College of Du Page in Glen Ellyn, Illinois;

3) determining the delegate selection process and designing *Request for Participation Form*; and

4) setting the expectations and responsibilities for delegates to bring to the Congress which included:

   - an ability to define, communicate, and articulate issues from their constituency regarding library support staff.
   - the willingness to be open to the ideas of others.
   - the willingness to be open to innovative ways of doing things.

- an ability to share creative, action oriented solutions.
- an ability to build consensus.
- a passion for the issues of concern to library support staff.
- an ability to keep the big picture in focus.
- a thoroughness of preparation, including the reading of all background materials and an understanding of the issues important to the constituent group represented.
- a commitment of their time and energy for participation in the full Congress.
- a commitment to action beyond the Congress.

The Committee adopted a sub-committee structure to facilitate planning and organization for COPE 3. The sub-committees and their membership included:

Delegate Selection: Martha Parsons, Alex Bloss

Logistics: Linda Slusar, Jan Hayes, Danielle Alderson

Process/Content/Speakers/Facilitators: Jan Hayes, Margaret Barron, Karen Letarte, Miriam Pollack

Social: Linda Slusar, Anne Hofmann, Julie Huiskamp

Vendor Support and Scholarships: Lorelle Swader, Julie Huiskamp, Camila Alire

Volunteers: Miriam Pollack

Website: Lorelle Swader, Martha Parsons, Julie Huiskamp

Organizational Development Consultant Maureen Sullivan was hired to facilitate COPE 3 and Kathleen Weibel, Director of Staff Development for the Chicago Public Library, was invited to present a keynote address for the Congress.

The Steering Committee, at the recommendation of Jan Hayes, chose to use Appreciative Inquiry in small group work during the Congress. To simplify, Appreciative Inquiry emphasizes imagining the possibilities rather than focusing on the problems. The *Process/Content/Speakers/Facilitators* subcommittee worked with Maureen Sullivan to develop an agenda that would allow delegates to the Congress to utilize Appreciative Inquiry in their table conversations. Links to websites with information about Appreciative Inquiry can be found on the COPE 3 website.

Delegate Selection
The Steering Committee used the following process to issue invitations to and encourage nominations from potential delegates to COPE 3.

From State and Regional Library Support Staff Associations
Letters were sent to those organizations listed in the LSSIRT *Directory of State and Regional Library Support Staff Associations* with a request that the organization select

and support a delegate for the Congress. These letters were sent on September 25, 2002 with delegate confirmation from the Association requested by December 1, 2002.

For Delegates by Nomination
A press release was written and sent to *Library Mosaics, Library Journal, Hotline, American Libraries, LIBSUP-L,* and ALA Unit Managers for distribution to all appropriate lists. Nominations were due on January 10, 2003.

Requisite Delegates
These delegates included representatives from:

- ♦ ALA leadership and staff
- ♦ Affiliate organizations
- ♦ Library administrators, human resources managers, and trainers
- ♦ Library press and publishers

Letters were mailed to these groups and individuals on October 1, 2002 with a response requested by December 1, 2002.

Supporters of Support Staff
Delegates in this category were selected by the Steering Committee on the basis of past work with and strong interest in library support staff issues. Letters were mailed to these invitees on November 1, 2002. Responses were requested by December 15, 2002.

A total of 154 delegates (approximately half were library support staff), volunteers, steering committee members, and speakers attended the Congress. Two lists of delegates are appended to this report (Appendix 1 and Appendix 2). Appendix 1 is an alpha list, organized by name. Appendix 2 includes only those delegates representing a constituent group and is organized by affiliation.

Financial Support Received
COPE 3 was chiefly funded by the American Library Association. Delegates paid their own transportation and lodging costs, or had them funded by a sponsoring association or institution. The Association funded all Congress programming and materials, and meals at the Congress.

Additional financial support was received from:

- ♦ **Washington Association of Library Employees (WALE)**—conference bags
- ♦ **The Library at the College of Du Page**—conference bags, audiovisual equipment, complimentary room use, volunteer staff support,
- ♦ **Library Support Staff Interests Roundtable (LSSIRT)**—transportation from hotel to College of Du Page, two $100 scholarships to fund support staff delegates with little or no financial support
- ♦ **Four Anonymous Donors**—four $100 scholarships to fund support staff delegates with little or no financial support

The Congress

Program, Speaker, and Facilitator

Friday, May 16

Apples and Oranges: Food for Thought

Kathleen Weibel, Director of Staff Development at the Chicago Public Library, opened the Congress with a keynote that provided a history and background of the issues with which library support staff have been challenged since libraries began in the United States. She suggested several models for meeting the challenges; and she issued an impassioned and well-received call to work together, as apples and oranges, to make libraries workplaces that are equitable and always mindful of the mission of the institution.

Following the Congress, Kathleen provided the Steering Committee with her *10 Easy Tips: Short-Term Tools to Keep the Spirit of COPE 3 Alive.*

POTENTIAL VISIBILITY PUSH
1. Press release on Congress results, plus everyone go back and write a brief piece on issues
2. Paraprofessional page in *American Libraries*

HORSE TO RIDE:
3. Get on the ARL agenda
4. Talk to IMLS
5. ALA Chapter Relations: get on agenda and talk about paraprofessionalism in Chapters
6. Ask for time at each ALA Division Board meeting
7. Paraprofessionalism leadership conference—set your own agenda
8. Disseminate ALA Pay Equity Taskforce Toolkit
9. Develop research agenda and get it to library schools
10. Target key ALA committees and get on them

Appreciative Inquiry and the Work of COPE 3

Following Kathleen Weibel's keynote and lunch, Maureen Sullivan provided a brief introduction that included information on her background as a facilitator, her experiences with ALA's previous two COPE events, and a brief explanation of the Appreciative Inquiry process. She then began the first of four conversations designed to focus delegates on the issues and outcomes of COPE 3. The activities that comprised each step of the process—*Discovery, Dream, Design, Destiny* were completed at 18 round, 8-person tables. Between the conversations, delegates had the opportunity to meet in the center of the room as a community to reflect on the conversation, and to view the flip chart work of the other groups.

What follows is a description of each of the conversations and the activities included in each.

Small Group Discussion I: Discovery
The eighteen small discussion groups convened. Before beginning their discussion at this first stage, Maureen Sullivan, the Congress facilitator, asked each individual to reflect silently on the question:

What gives meaning and purpose to the work you do?

She then asked each person to pair up with another person in the small group for a brief conversation about their reflections on the question.

Small groups met for the first activity. Maureen Sullivan asked each group to identify the *best of what is* in the work experience of library support staff, i.e., current strengths, successes, hopes for the future, etc.

Sullivan suggested that the groups spend some time (about ten minutes) in general discussion before starting to record ideas. Each group recorded its ideas on a flipchart for presentation to the larger community and then each group gave a brief report of the highlights from the discussion.

Small Group Discussion II: Dream
Each group developed its vision of a preferred future for support staff through an exercise in which they were to come up with a headline and key points for a feature story in *American Libraries* or *Library Journal*. This feature story would appear in May 2008 to report on the transformation of the support staff work experience. Each group posted the results of its work on flipchart pages for others to view, then all delegates walked around the room to view the results of all of the groups' work.

Saturday, May 17

Recap of the Previous Day
As a community, delegates reflected on the results of the visioning exercise to identify the compelling elements for the vision of a preferred future for support staff in libraries. These comments were recorded on a flipchart and posted for review during the remainder of the Congress.

Small Group Discussions III: Design
In this stage, discussion focused on the identification of a small number of "provocative propositions" to describe *what the practice should be.* These were derived from the work done to create the visions, and the key issues.

Sullivan encouraged the delegates to push their thinking to identify novel and compelling recommendations. She also suggested that they remember Kathleen Weibel's words from her keynote: decide which "horses to ride."

During a break, delegates reviewed the work of other groups.

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Small Group Discussions IV: Destiny
Groups reconvened to identify specific actions. Each delegate identified his or her own ideas for action and wrote each idea on a Post-It Note. Groups then worked together to organize the Post-It Notes. Delegates reviewed the proposed action steps and identified those they believed to be both doable <u>and</u> sustainable (criteria suggested by Kathleen Weibel in her keynote address). At this point in the process, groups had assumed ownership of their work and proceeded to develop the process that worked best for their group. As a result, there were several variations in the process used to organize the final set of action steps. Some groups used the technique of multi-voting to identify possible priorities for action. Delegates reviewed the work of other groups during lunch.

Small groups reconvened briefly for more time. Sullivan asked each delegate to reflect on the experience and to identify one thing each would do to advance the work of the Congress after adjournment. Upon completion of this assignment, delegates were then invited to reconvene in plenary session. Sullivan invited those delegates who wished to do so to share their plans. About twenty delegates responded.

Next Steps
Steering Committee Chair, Julie Huiskamp, then discussed with the delegates the next steps that would be taken by the Committee. They included:

♦ Writing of the Summary Report and submitting it to the ALA Executive Board electronically prior to ALA Annual in Toronto

♦ Presenting the report to the ALA Executive Board in Toronto

♦ Development of an Implementation Report for COPE 3 by ALA staff liaisons

♦ Implementation of COPE 3 Outcomes and Objectives

The Congress adjourned at 2:45 p.m.

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Recommendations

Introduction

As was stated earlier in this report, the survey results from LSSIRT's 1997 survey of library support staff indicated that the top three issues of concern at that time were:

1. Career ladders [few opportunities for advancement].
2. Compensation not appropriate to level of education, experience, and responsibilities.
3. Access to continuing education and training opportunities.

These issues were very evident in the conversations at COPE 3 and strong, concrete ideas for meeting challenges in these areas were provided. The "Destiny" conversation at COPE 3 asked participants to identify three to five specific ideas for action. The topics and the number of action ideas generated at the COPE 3 tables under each topic were:

ALA and Library Support Staff—74 items

Certification of Library Support Staff—45 items

ALA Membership/Initiatives—40 items

Respect for Library Support Staff—32 items

Career Paths—27 items

Continuing Education and Training—25 items

Compensation—24 items

Accreditation of Library Support Staff Education Programs—21 items

Education/Scholarships—17 items

Marketing and PR—16 items

Recruitment—14 items

Classification/Job Descriptions—13 items

Inclusion/Involvement—11 items

Competencies—10 items

COPE 3—10 items

Library Publications—8 items

Inclusive Language—8 items

Library Support Staff and Other Associations/Organizations—7 items

ALA Salary Survey—5 items

LSSIRT—4 items

Mediation Models—3 items

Job Bank—3 items

National Initiative to Create National Library Workers' Union —1 item

Note: A listing of all of the action projects suggested for each topic can be found in Appendix 3.

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The three issues from the 1997 (L)SSIRT survey appeared together, very close to the top of the list, but the top three topics at the top of the list—*ALA and Library Support Staff, Certification of Library Support Staff, and ALA Membership Initiatives*—all focus primarily on the American Library Association and its relationship to and leadership in issues of concern to library support staff.

Action ideas in almost all of the topic areas include ALA in the planning, funding, organization, and/or implementation of the ideas. While this may have been influenced by the fact that ALA sponsored and staged COPE 3, it is the belief of the Steering Committee that members of the library support staff community, and others involved in working with library support staff issues, look to ALA to take a leadership role in a broad number of areas in the effort to address the challenges facing library support staff and libraries and their parent institutions in regard to support staff issues. While ALA has made significant contributions, there are many who believe that changes must be made if ALA is to seriously address these issues.

ALA, while technically the American LIBRARY Association, is viewed by many as the American LIBRARIANS' Association. Membership in ALA by library support staff in numbers that can make a difference on committees and in the leadership of the Association is not currently a reality.

It will be imperative that ALA as an Association and individual ALA members, regardless of their status, embrace the importance of addressing issues of concern to library support staff if any of the recommendations of this Steering Committee are going to be accomplished. Certainly, other groups and associations, as well as libraries and their parent institutions have a shared responsibility in implementing action, but ALA and ALA/APA *must* accept responsibility and take action or the conversations will continue, but serious change will not be effected.

Should recommendation 1.4.1 be successful and LSSIRT becomes an ALA division, there will be at least a shared staff position at ALA dedicated to support staff interests, and ALA's ability to respond strategically will be improved.

What follows are recommendations from the COPE 3 Steering Committee to the ALA Executive Board based on the work of the COPE 3 delegates. It is understood by the Steering Committee that ALA will not be financially or organizationally able to undertake all of these recommendations, but the Steering Committee respectfully asks the Association to take a leadership role in working with library support staff issues and challenges and in recommending to other associations and to libraries and their parent institutions in the United States the concrete ways in which these issues and challenges can be addressed.

It should be understood that these recommendations are selective and intentionally focused chiefly on what is "do-able" in the short term, and sustainable. Additionally, they are considered by the Steering Committee to be "first steps" based on the action items that were considered to be most urgent by the delegates at COPE 3. Appendix 3 has been included to allow for future lists of action items to be developed. The transcript from the flip charts for all 18 tables and all four conversations for each are

posted on the COPE 3 website and are available at ALA in order to facilitate the development of post-COPE 3 agendas by other associations, groups, and institutions and by future groups within ALA.

1.0 Association Life

These recommendations were taken from the topic areas of: *ALA and Library Support Staff, ALA Memberships/Initiatives, Library Support Staff and Other Associations/ Organizations, LSSIRT, and COPE 3.*

1.1   ALA and Library Support Staff

    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.

    1.1.2   Create, foster, and preserve an environment within ALA for support staff that is a model for state and local library associations.

    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

    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.

    1.1.5   Create an ALA award for the library with the most innovative program in the area of support staff career development.

    1.1.6   Foster an awareness within ALA of the need for programming which is geared toward support staff issues (compensation, training, career ladders, etc.) and interests.

1.2   ALA Memberships/Initiatives

    1.2.1   ALA should undertake an economic study of the feasibility of a dues structure that would allow substantial support staff participation in ALA.

    1.2.2   Following the completion of this study, ALA should market membership options, including joint membership opportunities, widely to library support staff.

1.3   Library Support Staff and Other Associations/Organizations

    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 workers.

1.4   Library Support Staff Interests Roundtable (LSSIRT)

    1.4.1   LSSIRT should create a timeline and a tactical plan for movement from an ALA roundtable to an ALA division.

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 COPE 3 delegates.

1.5 COPE 3

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.

2.0 Workplace

These recommendations were taken from the topic areas of: *Recruitment, Career Paths, Classification/Job Descriptions, Compensation,* and *ALA Salary Survey.*

2.1 Recruitment

2.1.1 ALA's career recruitment efforts should include all library workers and not be aimed only at MLS librarians.

2.1.2 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

2.2 Career Paths

2.2.1 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 (or lattice) should consider:
- standardized job titles
- staff training and development standards
- certification levels
- competencies
- compensation

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.

2.3 Classification/Job Descriptions

2.3.1 The support staff career ladder taskforce (2.1.1) 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.

2.4 Compensation

2.4.1 The support staff career ladder taskforce (2.1.1) should include formulas for recommended pay scales for library support staff in its work.

2.4.2 ALA should commit to including support staff salaries in its annual Salary Survey by 2004.

3.0 Credentialing

These recommendations were taken from the topic areas of: *Certification, Competencies,* and *Accreditation of Library Support Staff Education Programs*.

3.1 Certification

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 ALA/APA. Successful state models should be studied and access, practicality, and quality should be included in the considerations.

3.2 Accreditation of Library Support Staff Education Programs

3.2.1 ALA should move forward with acceptance of the 1998 revision of *Criteria to Prepare Library Technical Assistants* and establish a process that will allow the evaluation and revision of these criteria at regular intervals.

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.

3.3 Competencies

3.3.1 The support staff career ladder taskforce (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.

4.0 Education and Continuing Professional Development

These recommendations were taken from the topic area of: *Education and Scholarships* and *Continuing Education and Training*.

4.1 Education and Scholarships

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.

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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.

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.

4.1.4 ALA should create and maintain a web-based database of educational programs for library workers inclusive of program offerings, distance options, and program costs.

4.2   Continuing Education and Training

4.2.1 ALA should create and maintain a web-based continuing education clearinghouse.

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.

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.

5.0 Valuing People

These recommendations were taken from the topic areas of: *Respect, Inclusion/ Involvement,* and *Inclusive Language*.

5.1   Respect

5.1.1 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.

5.1.2 ALA and LSSIRT should develop a statement on respect for all library workers.

5.2   Inclusion/Involvement

5.2.1 Open dialog between all library workers should be modeled in ALA.

5.2.2 Continued programming and publicity to promote inclusiveness of all library workers should be encouraged.

5.3   Inclusive Language

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.

6.0 Marketing and Public Relations

These recommendations were taken from the topic areas of *Marketing and Public Relations* and *Library Publications.*

6.1 Marketing and Public Relations

6.1.1 ALA's public relations and marketing campaigns should be designed to promote inclusiveness within the Association.

6.1.2 A national marketing campaign aimed at various age groups should be developed to illustrate the many facets of library work.

6.2 Library Publications

6.2.1 A proposal for regular support staff column should be developed by LSSIRT and presented to *American Libraries and Library Journal* for their consideration.

6.2.2 More coverage of support staff issues should be provided by library publications.

APPENDIX 1
ALPHABETICAL LIST OF DELEGATES

Last Name	First Name	Representing	Home Institution	State
Agnew	Leo		University of Missouri-Columbia Missouri-Columbia	MO
Ahrens	Cindy	PLA	Hennepin County Library	MN
Alderson	Danielle	Staff Liaison	ALA Member Programs and Services	
Alire	Camila	Steering Committee - ALA Executive Board	University of New Mexico	NM
Anthony	Carolyn		Skokie Public Library	IL
Anton	Stephanie		ALSC	IL
Balster	Marsha		Arlington Heights Memorial Library	IL
Barron	Margaret	Steering Committee	COLT	OH
Berger	Carol		C. Berger Group, Inc.	IL
Berry	John	ALA Executive Board	Northern Illinois Learning Resources Cooperative	IL
Bethel	Kathleen	ALA Executive Board	Northwestern University Library	IL
Bloss	Alex	Steering Committee	University of Illinois- Chicago	IL
Bolt	Nancy	Western Conference of State Librarians	Colorado State Library	CO
Bourdon	Cathleen		ASCLA/RUSA	IL
Brooks	Sandra	LSSIRT	Eastern Connecticut Libraries	CT
Brooks	Robin	Nebraska Library Association Paraprofessional Sect	Kilgore Memorial Library	NE
Brown	Karen	ALA Committee on Education	Dominican University	IL
Brown	Terri	Kentucky Library Association Support Staff RT	University of Kentucky	KY
Bucher - Ross	Mary		Seattle Public Library	WA
Buck	Valerie	Utah Library Association	Brigham Young University	UT
Burger	Vicki		ELA Area Public Library	IL
Calvin	Beatrice	Press - Library Personnel Newsletter	ALA HRDR/OLOS	IL
Card	Judy		Memphis-Shelby County Public Library	TN
Cervone	Frank	LITA	Northwestern University Library	IL
Clancy	Catherine		Boston Public Library	MA
Clark	Stephanie		IMLS	DC
Cornell	Deborah		University of Texas at Austin	TX
Cusack	Beth	Volunteer	College of DuPage	IL
Dalrymple	Prudence	ALISE	Dominican University	IL
Davenport	Nancy	ALA Executive Board	Library of Congress	DC
Diefenthal	Muzette	RUSA	Arlington Heights Public Library	IL
Disbennett	Katrina	Washington Association of Library Employees	Kitsap Regional Library	WA
Dowell	David		Cuesta Community College	CA

Last Name	First Name	Representing	Home Institution	State
Dziedzic	Donna		Naperville Public Library	IL
Edwards	Eli	NMRT	San Jose State University	CA
Fay	Diane	LSSIRT	AFSCME Middle Council 93	MA
Feld	Paulette		University of WI - Oshkosh	WI
Ferriero	David		Duke University	NC
Fiels	Keith	ALA Executive Director	ALA	IL
Fike	Valeria		College of DuPage	IL
Fitzpatrick	Jack		Auburn University	AL
Ford	Annie		University of Illinois - Chicago	IL
Genther	Marilyn	LAMA	Mount Prospect Public Library	IL
Ghikas	Mary	ALA Senior Associate Executive Director	ALA Member Programs and Services	IL
Greer	Paula	COLT	Alameda County Library	CA
Hall	Tracie		ALA Office for Diversity	IL
Hamlett	Shirley		North Carolina State University	NC
Hayes	Jan	Steering Committee	North Suburban Library System	IL
Hearn	Linda	North Carolina Library Para. Assoc.	Wake Forest University	NC
Hill	James	LSSIRT	University of Colorado - Denver	CO
Hofmann	Anne	Steering Committee	New York Public Library	NY
Hogan	Pat	CLENERT	Poplar Creek Public Library Dist	IL
Hrabak	JoAnne	Volunteer	College of DuPage	IL
Huff-Eibl	Robyn		University of Arizona	AZ
Huiskamp	Julie	Steering Committee - Chair	Northeast Iowa Community College	IA
Imperio	Sandi		Santa Cruz Public Libraries	CA
Johnson	Marian		Enoch Pratt Free Library	MD
Jordan	Amy	Press - American Libraries	ALA	IL
Kaufman	Judy		University of California - Irvine	CA
Keally	Jill		University of Tennessee	TN
Kinnaly	Gene	LSSIRT	Library of Congress	DC
Kisby	Cynthia		University of Central Florida	FL
Klinck	Cynthia		Washington-Centerville Public Library	OH
Knoche	Susan		ETSU Ouillen College of Medicine Library	TN
Koplan	Stephen		GPC-Dunwoody LRC	GA
Kosinski	Anita	New Jersey Association of Library Assistants	Hillsborough Public Library	NJ
Krois	Jerry	ASCLA	Wyoming State Library	WY
Kutzik	Jennifer	LSSIRT	Colorado State University	CO
Letarte	Karen	Steering Committee	North Carolina State University	NC
Lupone	George		Cleveland State University	OH
Lynch	Mary Jo		ALA Office for Research and Statistics	IL
Manack	Patricia	COLT	Hillsborough Community College	FL
Mannan	Susan		Ivy Tech State College	IN

Last Name	First Name	Representing	Home Institution	State
Markey	Raymond		New York Public Library Guild Local 1930 AFSCME	NY
Massis	Bruce		SEFLIN	FL
McGeary	Rita	COLT	Northern Illinois Library System	IL
McKay	Curt		University of Illinois	IL
Meadows	Meralyn	LSSIRT	Stanley County Public Library	NC
Medema	Nancy	Iowa Library Association	Bettendorf Public Library	IA
Michaud	Sandra	ALSC	Brooklyn Public Library	NY
Montague	Rae-Anne		University of Illinois GSLIS	IL
Morgan	Dorothy	New York State Library Assistant's Association	Liverpool Public Library	NY
Morrison	Douglas	Ohio Support Staff Interest Group	Ohio State ATI Library	OH
Mundt	Linda		University of Wisconsin	WI
Murphy	Kathleen	LSSIRT	Rowan University	NJ
Namjestnik	Marilyn		ALA Customer Service Department	IL
Olley	Lorraine		LAMA	IL
Olsen	Jean		Brooklyn Public Library	NY
Olson	Sandra		University of Central Arkansas	AR
O'Neill	Ann		ALA Office for Accreditation	IL
Ott	Doris	COSLA	State Library of North Dakota	ND
Owen	Linda		University of California - Riverside	CA
Pacey	Jonya	Minnesota Support Staff	SELCO	MN
Paddock	Susan	Virginia Library Association	Virginia Beach Central Library	VA
Parsons	Martha	Steering Committee	Washington State University	WA
Pennino	Debbie		Northeastern University	MA
Percelli	Irene		New York Public Library	NY
Perll	Pamela	Connecticut Library Assoc. Support Staff Sect.	Manchester Community College	CT
Peters	Marge		College of DuPage	IL
Peterson	Marie		University of Buffalo	NY
Petrowski	Mary		ACRL	IL
Pierro	Linda		Finger Lakes Library System	NY
Piper	Joy		State University of New York at Buffalo	NY
Poffinberger	Alice	LSSIRT	Duke University	NC
Pogwizd	Cynthia	Volunteer	College of DuPage	IL
Pollack	Miriam	Steering Committee		IL
Porter	Linda		Burlington County Library	NJ
Proctor	Barbara		Florida A & M	FL
Ragsdale	Dorothy		ALA Human Resource Department	IL
Ransel	Kerry		Auburn University	AL
Rasmussen	Dale	Volunteer	College of DuPage	IL
Robbins	Jane		Florida State University	FL
Roberts	Sharon	ALCTS Council of Regional Groups	Ball State University	IN

3rd Congress on Professional Education:
Focus on Library Support Staff
Report of the Steering Committee ◆ June 2003

Last Name	First Name	Representing	Home Institution	State
Salomone	Susan		Metropolitan NY Library Council	NY
Savelle	Jan		Ann Arbor District Library	MI
Sedam	Margaret		Pennsylvania College of Technology	PA
Shepard	Caroline (Cal)		SOLINET	GA
Simons	Marcy		University of Notre Dame	IN
Slade	Kent	LSSIRT	Logan Library	UT
Slusar	Linda	Steering Committee	College of DuPage	IL
Smith	Cheryl		East Chicago Public Library	IN
Steel	Ginny		Washington State University	WA
Stull	Mary		Stetson Law Library	FL
Sullivan	Maureen	Facilitator		MD
Swader	Lorelle	Staff Liaison	ALA Office for HR Development and Recruitment	IL
Tate	Carolyn	LSSIRT	University of Richmond	VA
Taylor	Mary		LITA	IL
Theodore-Shusta	Eileen		Ohio University Libraries	OH
Thomas	Jean		University of Maine	ME
Thomas	Carol		New York Public Library for the Blind	NY
Thomas	Nancy		University Of Memphis Libraries	TN
Urban	Suzanne	Volunteer	Arlington Heights Memorial Library	IL
Van Billiard	Valerie		Lehigh University	PA
Velazquez	Eileen		Brooklyn Public Library	NY
Ventura	Patricia		Broward County Library	FL
Walker	Julie		AASL/YALSA	IL
Wallace	Cindy	Wisconsin Library Association	Winnefox Library System	WI
Weibel	Kathleen	Keynote Speaker	Chicago Public Library	IL
Wicks	Kathryn		Urbana Free Library	IL
Wilkins	Barbara		Aurora Public Library	IL
Willis	Kathleen		Elmhurst College	IL
Willms	Deborah		St. Paul Public Library	MN
Wilson	Tony		Highline Community College	WA
Wilt	Charles		ALCTS	IL
Wohlmuth	Sonia	REFORMA	University of South Florida	FL
Zielinski	Denise	Volunteer	DuPage Library System	IL
Zimmerman	Nancy	AASL	University of South Carolina	SC

Representing	Last Name	First Name	Home Institution	State
AASL	Zimmerman	Nancy	University of South Carolina	SC
ALA Committee on Education	Brown	Karen	Dominican University	IL
ALA Executive Board	Davenport	Nancy	Library of Congress	DC
ALA Executive Board	Bethel	Kathleen	Northwestern University Library	IL
ALA Executive Board	Berry	John	Northern Illinois Learning Resources Cooperative	IL
ALA Executive Director	Fiels	Keith	ALA	IL
ALA Senior Associate Executive Director	Ghikas	Mary	ALA Member Programs and Services	IL
ALCTS Council of Regional Groups	Roberts	Sharon	Ball State University	IN
ALISE	Dalrymple	Prudence	Dominican University	IL
ALSC	Michaud	Sandra	Brooklyn Public Library	NY
ASCLA	Krois	Jerry	Wyoming State Library	WY
CLENERT	Hogan	Pat	Poplar Creek Public Library Dist	IL
COLT	Manack	Patricia	Hillsborough Community College	FL
COLT	Greer	Paula	Alameda County Library	CA
COLT	McGeary	Rita	Northern Illinois Library System	IL
Connecticut Library Assoc. Support Staff Sect.	Perll	Pamela	Manchester Community College	CT
COSLA	Ott	Doris	State Library of North Dakota	ND
Facilitator	Sullivan	Maureen		MD
Iowa Library Association	Medema	Nancy	Bettendorf Public Library	IA
Kentucky Library Association Support Staff RT	Brown	Terri	University of Kentucky	KY
Keynote Speaker	Weibel	Kathleen	Chicago Public Library	IL
LAMA	Genther	Marilyn	Mount Prospect Public Library	IL
LITA	Cervone	Frank	Northwestern University Library	IL
LSSIRT	Kinnaly	Gene	Library of Congress	DC
LSSIRT	Poffinberger	Alice	Duke University	NC
LSSIRT	Murphy	Kathleen	Rowan University	NJ
LSSIRT	Fay	Diane	AFSCME Middle Council 93	MA
LSSIRT	Slade	Kent	Logan Library	UT
LSSIRT	Meadows	Meralyn	Stanley County Public Library	NC
LSSIRT	Brooks	Sandra	Eastern Connecticut Libraries	CT
LSSIRT	Tate	Carolyn	University of Richmond	VA
LSSIRT	Kutzik	Jennifer	Colorado State University	CO
LSSIRT	Hill	James	University of Colorado - Denver	CO
Minnesota Support Staff	Pacey	Jonya	SELCO	MN
Nebraska Library Association Paraprofessional Sect	Brooks	Robin	Kilgore Memorial Library	NE
New Jersey Association of Library Assistants	Kosinski	Anita	Hillsborough Public Library	NJ

Representing	Last Name	First Name	Home Institution	State
New York State Library Assistant's Association	Morgan	Dorothy	Liverpool Public Library	NY
NMRT	Edwards	Eli	San Jose State University	CA
North Carolina Library Para. Assoc.	Hearn	Linda	Wake Forest University	NC
Ohio Support Staff Interest Group	Morrison	Douglas	Ohio State ATI Library	OH
PLA	Ahrens	Cindy	Hennepin County Library	MN
Press - American Libraries	Jordan	Amy	ALA	IL
Press - Library Personnel Newsletter	Calvin	Beatrice	ALA HRDR/OLOS	IL
REFORMA	Wohlmuth	Sonia	University of South Florida	FL
RUSA	Diefenthal	Muzette	Arlington Heights Public Library	IL
Utah Library Association	Buck	Valerie	Brigham Young University	UT
Virginia Library Association	Paddock	Susan	Virginia Beach Central Library	VA
Washington Association of Library Employees	Disbennett	Katrina	Kitsap Regional Library	WA
Western Conference of State Librarians	Bolt	Nancy	Colorado State Library	CO
Wisconsin Library Association	Wallace	Cindy	Winnefox Library System	WI

APPENDIX 3
SUMMARY OF "DESTINY" ACTION PLANS BY TOPIC

Note: D=do-able, L=long-term, S=sustainable, T=tactical

ALA and Library Support Staff—74 items

1. Appointment of support staff members to ALA and division committees by in-coming ALA president and division presidents.
2. Inclusion of support staff in recognition at all levels.
3. More opportunities in ALA for support staff to participate.
4. Create, foster, and preserve an inclusive environment for support staff in ALA that is a model for state and local library associations.
5. Research agendas for support staff forwarded to appropriate ALA committees, editorial boards, etc.
6. ALA creates a "home" for library workers by establishing a permanent committee and explores the mechanisms to establish an office or division.
7. LISEHRU revisited and revised by a new TF that includes support staff within two years.
8. ALA, with stake-holding organizations to develop a model personnel system and promote it for local adoption, based on existing research.
9. ALA to solicit and develop a statement re-visioning MLS and professional roles based on the new inclusiveness.
10. ALA establish a scholarship initiative (like the ALA Spectrum Scholarship) to fund support staff who are willing to go for MLS.
11. To have many support staff elected to the ALA Executive Board to better represent the national library community.
12. Making sure that selected ALA committees (for example Membership and NMRT) always have a support staff member.
13. ALA award for the library with the most innovative program to enable support staff career development. **(D/S)**
14. Support staff role within ALA expanded to include:
a. Council seat(s)
b. continued organization committee appointments
c. publications reflect use of library worker as a term
d. thinking of support staff as team players
15. I would like to see ALA begin with the next administration pushing the initiatives of this Congress to the ALA membership at large and to the local library organizations.
16. I would like to see a follow-up COPE 4 Congress in 2005 or 2006 which follows up on actions and initiatives taken on as a result of the work of COPE 3.
17. Use ALA as a mechanism to accomplish recruitment, standards, education, and compensation goals.
18. ALA, with assistance, cooperation and input from LSSIRT, COLT, etc. conducts a multi-pronged needs assessment of library support staff, focusing on benefits and services ALA can offer library support staff personnel; the basis of the assessment will form an ALA market/outreach campaign designed to attract library support staff. **(D, S)**
19. Inclusion of support staff (proportionate to workforce) in all levels/efforts of ALA
20. ALA to provide tools to promote pay equity initiatives for support staff **(D, L, S)**
21. Creation of a new ALA division for library support staff and other library workers
22. An LSSIRT seat on ALA/APA Council
23. Library support staff interest group within ALCTS established and programs created **(D,S)**
24. ALA funds six regional LSSIRT workshops to promote library support staff issues
25. ALA pulls together information from all LTA programs and online basic skills for library support staff. ALA sets up regional conferences for support staff and encourages member libraries to send some of their staff.
26. ALA establishes a scholarship fund for support staff and recognizes a support staff person of the year.
27. Programming at ALA/Division conferences geared to support staff issues (compensation, training, and career ladders). **(T)**

28. ALA develops strategies to encourage library administrators to support professional activity for support staff. **(S)**
29. Communications between ALA and all library staff about information opportunities
30. LSSIRT has representative on as many ALA committees as possible—as interns or full members. Every time NMRT is asked to send a rep., LSSIRT should too.
31. Creation of a support system within ALA for enhancement of library workers, i.e. tool kits, web pages, certification, recognition, etc.
32. ALA divisions initiating dialogues with support staff organizations to update skills lists and minimum educational requirements. **(T/S)**
33. Inclusion of support staff in all ALA publications/programs, etc. and identify a designated person on ALA staff to which discrepancies with policy may be pointed out.

Certification—45 items
1. LSSIRT (with an ALA division) puts forward a certification program proposal to ALA/APA.
2. Implement support staff certification with multiple levels leading to more pay.
3. Make certain that any ALA certification plan can be implemented on the state and local level.
4. Develop a national certification model inclusive of:
    a. formal education
    b. continuing education
    c. experience in library work
    d. professional development
5. ALA-recognized certification program drawn up by using state programs as models. Include core competencies for various job descriptions and base them on education and experience in various mixes.
6. National certification with recommendations for state programs to follow.
7. The design, probably under the aegis of ALA, of state certification standards to enable support staff to verify competencies and knowledge. This would include more than formal education via LTA programs to also recognize portfolio, CEUs, workshops and other courses that add to skill set of the support staff worker and, hopefully, movement up the career lattice.
8. ALA working with LSSIRT to study pros and cons of certification:
    a. appoint an ALA person to work with Chair of LSSIRT's certification committee to work on this with a deadline of Midwinter 2004 for concrete results.
    b. create a database of states with certification programs which includes a copy of the certification plan.
9. After an LSSID (Library Support Staff Interests Division) task force has identified best models and practices for support staff certification, ALA supports an effort to get this model adopted locally on a state-by-state basis in a "bottoms-up" style instead of a "top-down" national approach.
10. To develop an ALA task force to investigate existing programs for local certification through LTA to MLIS programs and the best of current HR practices to develop more inclusive lattices.
11. The establishment of a recognized subcommittee within ALA/APA to start the work of certification of support staff.
12. Establish a voluntary national standards-based certification program that recognizes education, experience, and training that will allow accomplished support staff to be recognized for what they know and are able to do. Example: use the NTPTS model for national teacher certification
13. Identify best practices for improved certification that are already out there so that we do not re-create the wheel.
14. ALA endorses new and existing certification programs (that value experience and education) according to established standards. The certification program is meaningful at the local level so employers use it when hiring, promoting, and giving pay increases.
15. A library support staff credentialing program, endorsed by ALA, but "owned" by a support staff group (LSSIRT?, HRDR?) that recognizes and rewards competencies, experience, educational and human qualities, necessary for a 'quality' library support staff member.
16. Acknowledgement and promotion nationally of a supervisor/manager/ administrator career, certification, and training ladder. **(T)**
17. If certification is presented, it will include experience and credit for attendance to various continuing education programs and participation in state and national organizations, divided into technical services, circulation, reference, children's services, etc. **(D, S)**
18. National LTA certificate established

19. ALA/APA works with stakeholders to design credentialing process with COPE 3 Steering Committee.

ALA Membership/Initiatives—40 items
1. Permanent membership initiative for all ALA members based on a sliding scale
2. ALA should establish permanent, lower rates for support staff
3. Promote and encourage ALA membership among support staff through:
   a. target marketing and publicity
   b. revamped dues structure
   c. cooperative dues with state organization membership
   d. recognition of support staff members and support for networking among support staff members which will encourage retention and additional recruitment
4. ALA re-examines existing membership categories and revises them in order to become more inclusive of all library workers. ALA should not privilege librarians over library workers.
5. A permanent reduced ALA membership rate for support staff, ALCTS, RUSA, and others for ALL support staff, not just new members **(D,S)**
6. Do a big membership drive for support staff. Develop a new dues category with joint membership in divisions, roundtables in the plan.

Respect—32 items
1. Expertise of support staff valued, respected, and compensated.
2. Realization by librarians to recognize interest of support staff in library issues and actions.
3. Implementation Strategy: "Walk a Mile in My Shoes" Day (job shadowing/ switching between librarians and support staff).
4. Mutual respect between librarians and library workers
5. Articles and web information on new ways for library staff to work together in mutual respect including:
   a. how to be a learning organization
   b. how to redesign the work environment
   c. highlight libraries that are successful in these innovations
6. ALA should develop a statement on respect for all library workers.
7. Development of approaches, techniques, curriculum, etc. to improve/enhance relations in library communities…between workers in libraries, between library and their support groups, i.e. trustees, friends, etc.; between library and their constituencies; More than image-enhancing, but working toward elimination of negative and/or adversarial relationships. **(S)**
8. Adoption of term para-librarian for para-professional level. **(D, S)**
9. Plan/program method of acknowledging work and worth of all library workers as a national library agenda.
10. Creation of a forum in which support staff and LIS faculty can interact to promote greater understanding and appreciation of support staff for those in their MLS education.
11. Library school programs should include courses to improve personnel management skills related to support staff. **(D, S)**
12. Redefine "professional" not just to mean the MLS automatically, but as meaning highly competent people who handle complex concepts and operations and show initiative and give back to their community.

Career Paths—27 items
1. ALA develops support staff career pathways model that can be adapted for use in organizations.
2. Career paths allow for the advancement of support staff comparable with MLS and based on individual competencies in critical areas (i.e. interpersonal skills).
3. ALA should define alternate career paths for support staff not interested in seeking the MLS.
4. Recognition of competencies gained through non-traditional paths. Recognition can take the form of performance evaluations, promotions, and salary increases. Career progression/growth for apples (career ladders).
5. Create a career lattice that doesn't require an MLS.
6. As a fist step to standardizing titles of those who do library work to include "librarian", revise LISEHRU career lattice.

7. ALA adopts theme for a five-year period of recognizing career lattices and recruitment to library careers at all levels.
8. Organized ALA-sponsored agreement on titles:
    a. paraprofessional
    b. professional
    c. associate
    so society observes us as a profession.
9. ALA adoption of a career lattice that includes standardization of requirements (education, experience, certification) for the broad classifications of library work:
    a. library clerk
    b. library assistant
    c. library associate
    d. librarian
    that recognizes differences in library types.
10. Create a way to evaluate support staff for career lattice movement in terms of a portfolio and education that includes both skills and the big picture of information storage and dissemination.
11. Create career tracks lattice nationally as a model for libraries to adopt/adapt.
12. Create career lattices on competency made up of experience and for education, allow room to move and advance.
13. Progressive educational lattice:
    a. LTA programs
    b. BA/BS library minors
    c. BA/BS library majors
    d. MLS
    classes transfer between programs and institutions—programs available in all states.
14. ALA to sponsor <u>expanded</u> training in Human Resources with new models as bases—to develop classifications, pay for responsibility/performance, virtual work models. **(D, S)**
15. Identification and training of competency-based basic skills for all library positions on ALA sponsored/maintained distance-learning web site (done in concert with universities and organizational psychologists as needed for quality). **(S)**
16. Establish a library career ladder for support staff to include:
    a. national standardized job titles
    b. staff training and development standards
    c. certification levels
    d. salary increases and adjustments for
17. An "explosion" of the ALA LISEHRU document career ladders diagram that defines support staff roles, education, training, and competencies which is then widely marketed and disseminated.

Continuing Education—25 items
1. Tie continuing education to rewards:
    a. retain job
    b. promotional opportunities
    c. cash advancement
2. ALA should create and maintain a continuing education clearinghouse. Create a national database with information on educational programs, including information on on-line availability and costs
3. Institutional support for all library workers to obtain continuing professional development including flex time, scholarships, tuition waivers, etc.
4. Plan and implement continuing education standards for support staff.
5. A wide variety of affordable, easily accessible educational products for support staff (both beginning and through-out the career) are created and maintained by ALA with support from state-based library organizations.
6. More effort from library boards and administration to make sure information about CE and workshops are known to support staff.
7. Support staff should be encouraged, supported and funded in their pursuit of continuing education (if they choose to participate).
8. Libraries establish a line item in annual budget of 5% annual staff salary to support continuing education for all library staff.

9. ALA/Divisional sponsorship or regional continuing education opportunities for support staff
10. Funding resources for training, staff development and continuing education, dramatically increased through national resources (ALA, IMLS) spent locally and regionally
11. Transferable" CE opportunities for library support staff who could build a respected "portfolio/knowledge" to advance within the same job, not necessarily to a new job title.
12. Training programs available to help support staff move up the career track.
13. Find a vendor to sponsor conference attendance for one support staff member @ each ALA conference, pre-conference, workshop **(D, L, S)**
14. Nationally televised (satellite) or internet programs to increase educational opportunities and conformity

Compensation—24 items
1. Guidelines for salaries and compensation for all levels of staff.
2. Support staff included in national and state wage surveys.
3. Fair compensation for all staff is a core value for all libraries. Compensation should be based on skills and experience needed for each job, and aligned with community standards.
4. Increased compensation for all levels of library service.
5. Continue ALA campaign for pay equity.
6. Create a task force to work on formulas for recommended pay scales for library support staff. **(D)**
7. Competency-based standards translate into job descriptions
8. Better benefits for support staff and their dependents.

Accreditation—21 items
1. Office of Accreditation implements accreditation guidelines for LIS programs that include collaboration, inclusion, and teamwork. Develop a plan for LIS-education, APA, COA to provide standards-based education and training for library support staff. **(L)**
2. ALA accreditation for LTA programs.
3. ALA accreditation of LTA certificate programs.
4. ALA support for and/or coordination of standardizing accreditation of LTA programs, including specialist certificates—cataloging, circulation/customer service, readers advisory, etc.
5. ALA accreditation of LTA programs—4 year, 2 year, and certificate
6. Standard/national training for support staff
7. ALA recognize and accredit Bachelor of Library Science degree **(T)**
8. ALA should certify more library schools including community college LTA programs.
9. Produce relevant standards (education, experience, skills, and dispositions) for many types of library work in various library systems. **(S)**
10. Establish a focused, on-going, discussion between library support staff community and LIS educators, including LTA and MLIS programs. **(T)**
11. ALA accepts the revision of the 1998 criteria for LTA programs and then evaluates and updates the document on a regular basis. **(T)**
12. ALA will review and endorse all LTA programs; review and endorse classes/workshops for CEUs. ALA will establish a certification for all support staff education.

Education/Scholarships—17 items
1. Establish scholarship fund for support staff for conferences and formal education.
2. Promote and support more regional training opportunities for library support staff focusing on specific work areas (technical seminars, readers' assistance, and circulation seminars). **(D)**
3. Develop scholarships for AA/BA/LTA programs working in libraries
4. Establish more BA programs in library schools for support staff who wish to receive training at that level.
5. More accessible education programs (LTA & MLS) for full-time employees
6. Include instruction and awareness-building of the role of library support staff in libraries in all MLS/MLIS programs and in practicum education.

Marketing—16 items
1. ALA/LSSIRT carries out a marketing campaign to advertise benefits of ALA membership/activity to support staff.
2. Plan marketing/PR campaigns within ALA to promote inclusiveness within the organization.

3. New national marketing initiative on Fox, MTV, and Cartoon Channel which promotes library work as a career that is fun, challenging, cool etc.
4. National marketing campaign about what library workers do.
5. Market library work to:
   a. junior high
   b. high school
   c. college
   d. community
6. Catalog of "library workers" showing 'the face of America's libraries' with a link back to the appropriate group.
7. ALA divisions initiating dialogues with K-12 schools and college counselors and career centers to promote careers in librarianship. **(S)**
8. Marketing profession to all ages—beginning in elementary school. Use public service announcements, partnerships with guidance counselors. **(S)**
9. Promotion of "Careers @ your library" that includes support staff jobs. **(T)**
10. Advertise support staff jobs at all levels in
    a. *American Libraries*
    b. *Library Journal*
    c. State/school job lines

Recruitment—14 items
1. Develop better ways to recruit library support staff.
2. Recruitment of younger support staff—possibly utilizing '4-H-type' junior LTA organization. (D/S)
3. Recruitment to field of librarianship at ALL levels.
4. Strongly recommend that the IMLS recruitment initiative include all library positions
5. ALA recruitment initiatives be expanded to:
   a. increase level of awareness of the profession
   b. include all library positions
   c. aim at teenagers, college students, guidance counselors
6. Recruitment initiatives extended to support staff
7. The library support staff role to be seen as a way to ensure libraries reflect the needs and image of the publics they serve
8. A concerted marketing campaign to recruit library support staff (part of the "Campaign for America's Libraries") **(D,S)**
9. ALA stimulating local, state, and national organizations regarding support staff inclusiveness by leading the way through dues, etc. **(D,S)**
10. Recruitment at the college level specifically for technical services library support staff **(D,S)**
11. Creation of a compilation of practical, doable methods for recruiting support staff who reflect our national and/or local diversity in terms of race, gender, ethnicity, abledness, sexual orientation, gender identity, and expression.
12. Spectrum-like initiative for attracting library support staff **(D,S)**
13. An LSSID (Library Support Staff Interests Division) COLT website can be made available to provide information for people who are curious about working in libraries and that could be used to entice people to be recruited into the profession.
14. Recruitment/image campaign for library workers—addressed to K-12 students.

Classification/Job Descriptions—13 items
1. Development of a standardized classification system, specific to library support staff supported by ALA, taken to state library groups and promoted as the "norm".
2. Standardized classification systems developed, accepted, and used by unions, civil service, state agencies, etc.
3. Recognition of education and demonstrated experience skills included in standardized classifications. Salaries assigned according to level of education and expertise.
4. Encourage libraries to develop job descriptions based on mission-based functions done by both librarians and support staff and to provide a method of rising up the career ladder or lattice as greater competencies and knowledge are achieved.
5. Develop clear definitions of library support staff that can be universally understood and accepted.

6. If standardized job descriptions for support staff are implemented, the scope of each job should be included. Descriptions should not just be task-oriented.
7. A toolbox is developed and posted on appropriate websites:
   a. ALA
   b. State library associations/organizations
   c. COLT
   d. LSSIRT

   The toolbox contains "how-to" information on:
   a. writing job descriptions
   b. tips for getting raises
   c. competency-based job descriptions
   d. writing job descriptions that speak to library funding agencies/offices

Inclusion/Involvement—11 items
1. Increase opportunities for apple/orange dialog.
2. Open dialog between support staff, librarians, and professional organizations.
3. More communication and training for all staff.
4. Implementation mechanism: Create a library support staff committee in the library.
5. Implementation mechanism: Best practices articles on apple/orange
6. Mentors to support and encourage support staff.
7. Greater commitment of funding, recognition, CE, across the board by libraries to support staff.
8. Continued programming and publicity to promote inclusiveness of all library workers within library community.

Competencies—10 items
1. ALA appoints new, broad-based taskforce to develop competencies including interpersonal competencies that can be adapted for use in individual organizations.
2. Comprehensive listing of best practices in training and development.
3. ALA adopts a list of competencies for broad levels of library classes:
   a. library clerk
   b. library assistants
   c. library associates
4. ALA to promote widely and secure funding for broader implementation of model programs for competency-based training and certification. (Such as Minnesota voluntary program)
5. ALA with stake-holding organizations to develop educational standards, model tests, and experience equivalencies for LTA positions.

COPE 3—10 items
1. COPE 3 will be widely publicized in library literature. Local/state delegates report to their publications, meetings, and library administrators are informed of Congress and importance of support staff issues.
2. Challenge action: every support staff worker joins one or more professional associations and becomes active and each person commits to individual follow-up actions.
3. Hold COPE 4, titled "Redefining Ourselves: Creation of Credentialing Standards".
4. ALA covers this Congress and presents recommendations to promote support staff issues. All states are notified of recommendations.
5. ALA to have other Congress that invites support staff to be a part and participate—and include only support staff to 'get their take on things'. **(S)**
6. Continuation of ideas throughout years to actually get ideas to completion.
7. Tool kit for COPE 3 participants to go back and advocate agreed-upon transformational changes **(D, L, S)**

Library Publications—8 items
1. "My Turn" column or articles with support staff contributing with the purpose of helping library managers understand support staff issues.
2. Best practices of library support staff integrated in library work highlighted monthly in *American Libraries*.

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3. I would like to see large publicity pieces published in *LJ* and *American Libraries* on the work of this Congress.
4. *American Libraries* will begin a column addressing support staff and their issues/perspectives, with either a single library support staff columnist or a rotating number of library support staff writers. **(D, S)**
5. *In* library literature, such as *American Libraries, Library Journal,* etc. have a dedicated segment or column for support staff library workers **(D, L, S)**

Inclusive Language—8 items
1. ALA policy change to formally include support staff in all communications, committees and other organizational units, and services
2. ALA, in all written materials, recognizes library support staff instead of just referring to librarians
3. Inclusive language is standard profession. Drop:
    a. non-professional
    b. sub-professional

Other Associations/Organizations—7 items
1. Market to support staff for more involvement in local, state, and national organizations.
2. Expanded availability of professional organizations and networks whose goals are to serve the needs of library support personnel.
3. Meaningful presence of support staff in local, state, and national library organizations.
4. All 50 states have established support staff division within state association. (D/S)
5. Dedicated role (such as a seat on committees) for support staff on state & national association committees, taskforces, etc. **(D, L, S)**
6. By-in from state library organizations to support staff issues
7. The involvement of more library support staff (full inclusion) in professional associations by:
    a. sliding dues structure, based on salary.
    b. encourage employer support for joining.
    c. bring support staff into ALA with full privileges and affordable dues.

ALA Salary Survey—5 items
1. Inclusion of support staff in ALA salary surveys.

LSSIRT—4 items
1. LSSIRT seen as the leader for support staff issues and is called upon for input and advice.
2. Create a timeline and a tactical plan to transform LSSIRT into an ALA division **(D, L, S)**

Mediation Models—3 items
1. Grassroots/regional guided/facilitated discussions among library support staff with and without the MLS to improve communications in working relations—mediation model.
2. State level guided/facilitated discussions among regional representatives of #1.
3. National level—guided/facilitator discussions among state representatives of #2, with recommendations/findings given to ALA Executive Board.

Job Bank—3 items
1. Creation of an ALA National Job Bank where ALL library jobs may be posted, all resumes may be posted, and that is fully searchable by employers and job seekers and allows posting of resumes.

National Initiative—1 item
1. Establish a National Library Workers' Union.

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APPENDIX 4
BACKGROUND READING FOR DELEGATES

Note: This list, with links to the sources for all readings, can be found on the COPE 3 website at:
http://www.ala.org/Content/ContentGroups/HRDR/3rd_Congress_on_Professional_Education__Focus_on_Library_Support_Staff/3rd_Congress__Key_Documents.htm

KEY DOCUMENTS

- **Career Ladders**
  - ALA Library and Information Studies and Human Resource Utilization, Jan. 2002. (pdf)
  - Final Report from the ALA SSIRT Task Force on Career Ladders, June 1999. (pdf)
  - Advancement for Support Staff - Issue Paper #6 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.
  - Responsibility Without Authority - Issue Paper #7 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.

- **Compensation**
  - Final Report from the ALA SSIRT Task Force on Compensation, June 2000. (pdf)
  - Compensation for Support Staff - Issue Paper #5 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.
  - State Salary Comparisons: Librarians, Library Technicians, and Library Assistants, 2000 data, compiled by Martha Parsons. PDF | Excel
  - Comparisons of Library Job Wages with Other Professions Wages, 2000 data, compiled by Martha Parsons. PDF | Excel
  - Salary and Pay Equity Issues for Library Support Staff - Presentation by Gene Kinnaly for a panel discussion on the "Role of ALA in Supporting Library Workers' Salaries," ALA Annual Conference 2002, Atlanta (pdf)
  - Advocating for Better Salaries and Pay Equity Toolkit - Campaign for America's Librarians, ALA-APA, Jan. 2003 (pdf)

- **Continuing Education and Training**

  - Final Report from the ALA SSIRT Task Force on Access to Continuing Education & Training Opportunities, March 2000. (pdf)
  - Criteria for Programs to Prepare Library Technical Assistants from the ALA Committee on Education, Task Force for Review of the Criteria for Programs to Prepare Library Technical Assistants, 1998.
  - ALCTS Task Force on Meeting the Continuing Education Needs of Paraprofessionals Report, 1995.
  - Basic Education for Support Staff - Issue Paper #2 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.
  - Continuing Education for Support Staff - Issue Paper #3 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.

ADDITIONAL READING

- **General**
  - Issue Papers from the World Book-ALA Goal Award Project on Library Support Staff, 1991.
  - Library Support Staff in an Age of Change: Utilization, Role Definition, and Status, by Larry Oberg, ERIC Digest, EDO-IR-95-4, May 1995.
  - Library Support Staff Issues Bibliography from the Library Support Staff Resource Center.
  - Soaring to Excellence Library Support Staff Teleconference

- **Career Ladders**
  - Auburn University Libraries' Career Ladder Program
  - Turning Jobs into Careers: A Preliminary Report on Career Paths for Support Staff, from the Career Paths Task Force, Perkins Library, Duke University, August 1999.

- **Compensation**
  - Mitch Freedman Special Presidential Task Force on Better Salaries & Pay Equity, and the Support Staff Working Group

- **Continuing Education and Training**
  - Support Staff in a Transitional Age: Implications for Continuing Education, by Larry Oberg, Oregon Library Association Quarterly, Spring 1997.

- **Mutual Respect Among All Levels of Staff in Libraries**
  - Toward a More Perfect Union: Breaking Down the Caste System in Libraries, by Martha Parsons and Troy Christenson, Alki: The Washington Library Association Journal, December 2001. (pdf)
  - Job Satisfaction of Professional and Paraprofessional Staff at the University of North Carolina at Chapel Hill, a Master's paper by Richard A. Murray, 1999. (pdf)
  - MLS Librarian / Paraprofessional Communication and Mutual Respect - Issue Paper #4 from the World Book-ALA Goal Award Project on Library Support Staff, 1991.

- **Certification and Certificates**
  - Council on Library / Media Technicians' Position Paper on Skill Certification for Library / Media Support Staff
  - New York State Library Assistants Association Certificate of Achievement Program
  - ALA-APA Certification Task Force: Certification on Library Technical Assistants

- **Appreciative Inquiry**
  - What is Appreciative Inquiry? by Joe Hall and Sue Hammond (pdf)
  - Appreciative Inquiry Commons