

COPE 3—TRANSCRIPTION OF FLIP CHART NOTES FROM EACH GROUP

TABLE ONE: Karen Letarte, Hall-Ellis, Sedam, Cornell, Annie-Marie Ford, Valazques, Cal Shepard, Dziedzic, Wohlmuth, Martha Parsons.

Small Group Discussion I: *Discovery—The best of what is.*

Library support staff...

- ☆ are change agents.
- ☆ have institutional memory.
- ☆ have life experience.
- ☆ understand collection and materials.
- ☆ understand users.
- ☆ share commonality of purpose with librarians in regard to customer service.
- ☆ have a strong knowledge of community.
- ☆ have negotiation and people skills.
- ☆ have a practical real-life approach.
- ☆ have a tremendous reservoir of skills and experience.
- ☆ have the ability to advocate for users.
- ☆ have expertise in the day-to-day workflow.
- ☆ have the ability to advocate for users
- ☆ will do whatever needs to be done.
- ☆ are influential players in the organizational culture.
- ☆ make the library run.
- ☆ view their job as a career.
- ☆ are instrumental in providing face-to-face service.
- ☆ are the faces *of the library*.
- ☆ view job security as a plus.
- ☆ are committed to their jobs and to the institution.
- ☆ fill a vital role.
- ☆ are receiving increased recognition by the profession.
- ☆ are valued by patrons.

Hopes for the future...

- ☆ respect.
- ☆ empowerment.
- ☆ compensation appropriate to the level of experience and expertise.
- ☆ career ladders.
- ☆ diversity will increase as status increases.

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

ALA/APA TO UNVEIL ALTERNATIVE CAREER PATHS

- There's more to library careers than an MLS.

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1◇

- Recognizes on-the-job experience and mastery of competencies.
- New nationally-recognized certification program adopted by all 50 states.
Program will promote:
 - higher salaries
 - career advancement
 - continuing education opportunities
 - reasonable cost

Small Group Discussion III: *Design—Provocative propositions*

1. Support staff can advance to the professional level via portfolios demonstrating competency.
2. Bachelor's degree valid terminal degree for practice.
3. Interpersonal competencies must be met for advancement.
4. ALA membership reflects composition of the field and is accessible, affordable, and advertised for all.
5. People are utilized appropriately for their experience, skills, and training.
6. Roles for librarians and support staff are clearly established and based on general competencies.
7. LIS program will instill an appreciation for roles/contributions of all employees and the politics of inclusion.
8. Career ladder with advancement that is competency-based and includes organizational competencies that include interpersonal competencies, etc. (Such as a learning organization.)
9. Fewer obsessions with the MLS.
10. Are libraries learning organizations where all employees are accountable to the library's mission and evaluated on mastery of organizational competencies and not so focused on the MLS.
11. There are viable career paths for all employees that don't necessarily terminate in the MLS. Support staff can advance to the professional rank via portfolios and/or demonstration of competencies.

Small Group Discussion IV: *Destiny—Action plans for implementation.*

S=short-term goal L=long term goal

Accreditation/Education (all L)

1. Office of Accreditation implements accreditation guidelines for LIS programs that include collaboration, inclusion, and teamwork. **L**
2. Inclusion all aspects of organizational structure—management, task forces, planning committees, etc. **L**
3. Incorporate appreciation of roles and contributions of support staff in LIS programs.
4. Collaborative, inclusive, team approach is part of LTA, MLS and other library education curricula and, also a part of library employee evaluations.

Respect (S & L)

1. Expertise of support staff valued, respected, and compensated.

Career Paths (all L)

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◇ Flip Chart Transcription—Part 1 ◇

1. ALA develops support staff career pathways model that can be adapted for use in individual organizations.
2. Tie continuing education to rewards:
 - a. retain job
 - b. promotional opportunities
 - c. cash advancement
3. Career paths allow for the advancement of support staff comparable with MLS and based on individual competencies in critical areas (i.e. interpersonal skills).
4. ALA develops a career path model that will enable support staff to advance based on their merit and accomplishments and independent of the distribution of vacant positions in the library.
5. ALA should define alternate career paths for support staff not interested in seeking the MLS.
6. Recognition of competencies gained through non-traditional paths. Recognition can take the form of performance evaluations, promotions, and salary increases.

Competencies (S)

1. ALA appoints new, broad-based taskforce to develop competencies including interpersonal competencies that can be adapted for use in individual organizations.
2. Competency standards for all libraries.
3. If standardized job descriptions for support staff are implemented, the scope of each job should be included. Descriptions should not just be task-oriented.

Marketing (S & L)

1. ALA/LSSIRT carries out a marketing campaign to advertise benefits of ALA membership/activity to support staff.
2. Include support staff and their concerns in ALA.
3. Plan marketing/PR campaigns within ALA to promote inclusiveness within the organization.
4. Encourage support staff to be more involved in ALA and other support staff organizations.
5. ALA's outreach to support staff should include membership, conference attendance, and committee participation.

Certification (S & L)

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. Voluntary personal certification for library support staff.

Continuing Education (L)

1. ALA should create and maintain a continuing education clearinghouse.
2. Create programs that will encourage support staff to return to school and get their MLS.

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◇ Flip Chart Transcription—Part 1◇

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.

ALA Inclusion for Support Staff (S)

1. More opportunities in ALA for support staff to participate.
2. Reasonable membership dues for support staff.
3. 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.

National Initiative (L)

1. Establish a National Library Workers’ Union.

TABLE TWO: Mary Ghikas, Montague, Simons, Van Billiard, Carolyn Tate, Ventura, Michaud, Disbennett

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ People-focused interaction
- ☆ On-going training
- ☆ People finally starting to listen to us (support staff)
- ☆ Newer librarians don’t see the same division (~~MIS~~-itis)
- ☆ Support staff speaking up and becoming more active in state/national associations
- ☆ Starting to see joint projects—librarians and support staff
- ☆ Champions for support staff “at the top”
- ☆ Organizations for support staff and electronic discussion groups
- ☆ Learning opportunities, especially as technology changes
- ☆ Support staff taking MLS classes enriches the classes.
- ☆ Gain experience for post-MLS jobs
- ☆ Public service
- ☆ Support staff often provide institutional stability and teach new librarians “the ropes”

Hopes for future...

- ☆ More \$ for salaries
- ☆ More educational opportunities and tuition reimbursement.
- ☆ Blurring of the technical services/public services line
- ☆ More mission-focus as opposed to task-focus
- ☆ Increasing outreach within communities
- ☆ Increasing mutuality—mutual respect, listening, learning

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

PENDULUM SWINGS: APPLES NEW MAJORITY OF ALA MEMBERSHIP

- Greater support for Apple involvement and participation
- Pay equity/salary increases lead to greater participation
- Rewards for continuing education increase (incentives)
- ALA accredits LTA Programs
- National Apple conference day declared
- From “9 to 5” to career!
- More collaboration and mutual respect
- Apples and oranges both have appeal. 😊

Small Group Discussion III: *Design—Provocative propositions.*

1. Support staff understand and appreciate the power of their own voice.
2. COPE 3 pioneers mentor and serve as ambassadors to recruit and involve library staff in local, state, and national organizations.
3. Market library support staff worth to administrators (oranges), educators, etc.
4. Develop mechanisms for open dialog and information exchange between apples/oranges. Example: brown bag lunches
5. Accessible training and education for ALL library staff. For example: LTA scholarships, continuing education tuition reimbursement, leadership training for apples.

Small Group Discussion IV: *Destiny—Action plans for implementation.*

Value Recognized

1. More awareness of support staff and working as a team with libraries.

Mutual Respect

1. Realization by librarians to recognize interest of support staff in library issues and actions.
2. Respect for support staff opinions and contributions to decisions.
3. Recruitment/image campaign for library workers—addressed to K-12 students.
4. Implementation Strategy: “Walk a Mile in My Shoes” Day (job shadowing/switching between librarians and support staff).
5. Implementation Strategy: Inclusive language by all associations.

Inclusion/Involvement

1. Increase opportunities for apple/orange dialog.
2. Establish apple/orange collaboration models (best practices).
3. Create *open door policy* so that all support staff can benefit from outcomes.
4. Open dialog between support staff, librarians, and professional organizations.
5. More communication and training for all staff.
6. Implementation mechanism: Create a library support staff committee in the library.
7. Implementation mechanism: Best practices articles on apple/orange collaboration and open communication.

8. Mentors to support and encourage support staff.

Career Opportunities

1. Career progression/growth for apples (career ladders).
2. Create a career lattice that doesn't require an MLS.

What ALA Can Do

1. Use inclusive language to recognize the value of all library staff.
2. Get more members involved in ALA.
3. Support staff recruitment campaign with LSSIRT and every ALA division.
4. Affordable national, state, and local dues for support staff.
5. Appointment of support staff members to ALA and division committees by incoming ALA president and division presidents.
6. Include support staff in ALA's annual salary survey.
7. Give support staff an opportunity to communicate in *Library Journal*.
8. Inclusion of support staff in recognition at all levels.

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1. Better benefits for support staff and their dependents.
2. Increase opportunities for enhanced job satisfaction—benefits, training, education, mentoring, and networking).

Better Education Opportunities

1. Access/awareness mechanism for continuous education opportunities.
2. Create a standardized education program.
3. Establish scholarship fund for support staff for conferences and formal education.
4. ALA accreditation for LTA programs.
5. One or more competency-based certification programs for support staff.
6. LTA standards, accreditation, and marketing for ALA degree.

GROUP THREE: Judy Card, Mannan, Thomas, Fike, Murphy, Clancy, Jerry Krois, Paddock

Small Group Discussion I: *Discovery—The best of what is.*

Strengths:

- ☆ Libraries attract people with passion who stay and increase their knowledge. Many support staff look at their work as a career, not just a job.
- ☆ Support staff are a diverse group, not all the same...creativity, bi-lingual skills...they make a welcoming environment.
- ☆ Ability to communicate across classifications.
- ☆ We're all in this together...cooperative, not competitive. Communicate between classifications.
- ☆ Learning from each other in the support staff ranks is essential (especially in technology).
- ☆ Library work gives support staff an opportunity to apply skills, use personal strengths, when formal education is not an option.

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1◇

- ☆ Support staff see themselves as an organism—more fluid.
- ☆ Technology has “leveled the playing field and brought intellectual freedom values to the front line.
- ☆ Support staff embrace change.
- ☆ Lots of support groups (quality CE, programming, advocacy) help build momentum.
- ☆ Not afraid to say “I don’t know.” and to partner with each other, with customers, and with community for answers.

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

**NATIONAL CERTIFICATION BECOMES REALITY
STANDARDIZED CERTIFICATION IS HERE ACCORDING TO CHRIS JACOBS,
THE FIRST PARA-PROFESSIONAL ELECTED PRESIDENT OF ALA**

- Information science established and open to all library staff.
- Process established for portfolio evaluation
- Portfolio documents education, experience and other library-related activities.
- New certification provides alternate route to top career level.

Small Group Discussion III: *Design—Provocative propositions.*

1. All people doing library work will be called librarians and job titles will be further defined by roles such as:
 - a. administrator librarian
 - b. collections librarian
 - c. cataloging librarian, senior cataloging librarian
 - d. circulation librarian
 - e. junior librarian
 - f. reference librarian
 - g. technical librarian
2. All librarian positions are defined by competencies which may be credentialed. A standardized process documents, evaluates and certifies:
 - a. education
 - b. experience
 - c. other library experiences
 and the process results in a portable credential that relates to a standardized career lattice.
3. ALA, state, and local associations recruit support staff to all divisions and roundtables by interest through a marketing campaign and a realistic sliding fee scale.
4. Library support staff caucus holds bi-annual meeting, ALA is restructured.

Small Group Discussion IV: *Destiny—Action plans for implementation.*

1. ALA membership fee is a sliding scale to recruit support staff.

2. ALA/APA works with stakeholders to design credentialing process with COPE 3 Steering Committee.
3. As a first step to standardizing titles of those who do library work to include “librarian”, revise LISEHRU career lattice. (Our customers shout “Hooray!”).
4. Publicize ALA’s diversity initiatives.
5. Advertise support staff jobs at all levels in
 - a. *American Libraries*
 - b. *Library Journal*
 - c. State/school joblines
6. COPE 3 will be widely publicized in library literature. Local/state delegates report to their publications, meetings, etc.
7. Challenge action: every support staff worker joins one or more professional associations and becomes active.
8. Each person commits to individual follow-up actions.
9. Hold COPE 4, titled “Redefining Ourselves: Creation of Credentialing Standards”.

TABLE FOUR: Alex Bloss, Wallace, Peterson, Cervone, Wilms, Paulette Feld, Carolyn Anthony, Sipos

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ Continuing education, professional development
- ☆ Open to changes in organizational structure and job descriptions
- ☆ Representation of support staff in local and state organizations
- ☆ Softening of line between public and technical services
- ☆ Greater appreciation of all library roles
- ☆ More empowerment of support staff to make decisions and solve problems
- ☆ Support roles have more meaningful content and need for technical skills
- ☆ More from skills to knowledge work
- ☆ Support staff skills held in higher esteem now
- ☆ Library environment changing so quickly that we are tapping skills wherever they exist (for instance language competencies)
- ☆ More flexibility in job descriptions
- ☆ Greater diversity, especially in support staff
- ☆ Greater outreach to community users
- ☆ Inclusion of support staff in strategic planning

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

NATIONAL CERTIFICATION FOR LIBRARY STAFF LEADS TO BEST PRACTICES MODEL FOR HOLISTIC WORK ENVIRONMENT

- Re-evaluation and standardization of job descriptions and classifications.
- Identified competencies for all job descriptions

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◇ Flip Chart Transcription—Part 1 ◇

- Standardized training curriculum to meet job competencies
- Certification based on:
 - formal education
 - workshops and training opportunities
 - experience in library work
 - research
 - professional development
- Salaries increase based on job responsibilities and regional parity
- Coordinated participation by unions for library support staff
- Expanded career ladders for support staff supported by unions and civil service and library governance groups.

Small Group Discussion III: *Design—Provocative propositions.*

1. Identify best practices for training and recertification models.
2. Identify groups to partner and work with strategically and get them involved—unions, civil service, state agencies, etc.
3. Libraries model holistic working environment.
4. Standardized classification system unique to library support staff that reflects the breadth of work being done and work with groups in #2 (above) to implement.
5. Include support staff salaries in ALA salary surveys.
6. ALA membership dues tied to salaries and position in library.

Small Group Discussion IV: *Destiny—Action plans for implementation.*

Classification

1. Development of a standardized classification system, specific to library support staff.
2. Standardized classification recommendations supported by ALA, taken to state library groups and promoted as the “norm”.
3. ALA will adopt recommended job classifications unique to library workers.
4. Standardized classification systems developed, accepted, and used by unions, civil service, state agencies, etc.
5. Recognition of education and demonstrated experience skills included in standardized classifications. Salaries assigned according to level of education and expertise.
6. Create a support staff career lattice.

Certification

1. Develop nationally-accepted training and certification standards.
2. Develop a national certification model inclusive of:
 - a. formal education
 - b. continuing education
 - c. experience in library work
 - d. professional development
3. Standardized national certification model.

4. 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.

Competencies

1. A training program with curriculum will be developed to be used nationally to competencies for all job titles.
2. A sub-committee of ALA will review best practices and will adopt recommended competencies for all job titles.
3. Comprehensive listing of best practices in training and development.

Professional Inclusion

1. Dues structure in ALA based on wage level.
2. Support staff more fully integrated into ALA.
3. 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.

Compensation

1. Guidelines for salaries and compensation for all levels of staff.
2. Support staff included in national and state wage surveys.

TACTICAL	STRATEGIC
Collaboration	Collaboration
Competencies	Classification
Certification Models	Certification
Compensation	Better salaries

TABLE FIVE: Thomas, Willis, Piper, Poffingerger, Savelle, Peters, Guenther, Wallace, Pollack

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ **Experience:** big picture, community history, longevity, variety of skills, positions in library, bring skills from other fields
- ☆ **Attitude:** affects entire library, enthusiasm, pride in work, want to learn new things, *cheerleaders*—represent the library to the community, it’s more than a job,
- ☆ **Climate of inclusiveness (in some areas):** supportive management, better morale=better service, acknowledgement of value and skills, inclusion in planning, LTAs doing reference, OCLC, etc., access to virtual classes for LTA,

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◇ Flip Chart Transcription—Part 1 ◇

CE more available and more support staff attend, more in library press about support staff, opportunities to manage

- ☆ **Perspective:** Enthusiasm for all quality of life issues, willing to say the hard things
- ☆ **Technology:** tool/vehicle for support staff development, allows expanded communication between support staff, provides opportunities for list serves and distance learning, flexibility allows us to try things
- ☆ **Organization:** strong support staff organizations to join
- ☆ **Climate to change:** exciting opportunities for support staff, lessens boredom

Hopes for the Future

- ☆ Ties internationally increase
- ☆ Change will slow down
- ☆ Standardization of job descriptions
- ☆ Support staff degrees and certification with career ladder steps and increase compensation will take support from the top
- ☆ Standardized job titles and requirements

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

IDENTITY CRISIS RESOLVED!

- Standardized job descriptions and titles
 - mutual respect for all
 - each person understands his/her role in the mission of the library
- Career ladders:
 - with or without formal education
 - certification with grandfather/mother clause
- Compensation commensurate with position/experience
- Support for:
 - education, including funding and release time
 - continuing education and conferences
 - organizational memberships
 - internal training
 - mentoring

Small Group Discussion III: *Design—Provocative propositions.*

1. The library community will recognize that each library staff member is a dynamic team of individuals with a variety of knowledge and skills. Every library worker will be valued for his or her contributions by the entire team. Support staff members will have a clear path to achieve greater responsibilities and compensation if so desired. This will be achieved by focusing on the mission of the library instead of focusing on job classifications.

2. Competencies will be identified for each library service or function and work will be accomplished by a team of library staff whereby each individual can identify his/her role.

Small Group Discussion IV: *Destiny—Action plans for implementation.*

Relationship Issues

1. Greater appreciation and recognition of library support staff.
2. Mutual respect between librarians and library workers.
3. Inclusive language is standard profession. Drop:
 - a. non-professional
 - b. sub-professional
4. Plan/program method of acknowledging work and worth of all library workers as a national library agenda.

All Organizations

1. Market to support staff for more involvement in local, state, and national organizations.
2. Expanded
3. Expanded availability of professional organizations and networks whose goals are to serve the needs of library support personnel.
4. Meaningful presence of support staff in local, state, and national library organizations.

Inclusiveness

1. Inclusion of support staff in ALA salary surveys.
2. Greater commitment of funding, recognition, CE, across the board by libraries to support staff.
3. Continued programming and publicity to promote inclusiveness of all library workers within library community.

ALA Publishes...

1. Best practices of low support staff integrated in library work highlighted monthly in *American Libraries*.
2. ALA pulls together information from all LTA programs and online basic skills for library support staff.
3. ALA establishes a scholarship fund for support staff and recognize a support staff person of the year.

Certification

1. National certification with recommendations for state programs to follow.
2. 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.
3. Several avenues for support staff advancement including:

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◇ Flip Chart Transcription—Part 1 ◇

- a. LTA accreditation
- b. career ladders
- c. certification
- 4. Easier, more direct methods of achieving library education and training for all library workers.

Job Descriptions

- 1. Standardized job descriptions and job titles.
- 2. 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.

Congress

- 1. ALA covers this Congress and presents recommendations to promote support staff issues. All states are notified of recommendations.
- 2. Library administrators informed of Congress and importance of support staff issues.

ALA Membership

- 1. ALA continues to offer discount memberships and encourage support staff to join. Inform members of ALA that support staff are members of the Association.
- 2. To encourage more support staff to join and be active in ALA, a dues schedule that is based on income that reflects what support staff can realistically pay to join the organization.
- 3. Permanent, lower-than-usual membership rates for ALA support staff members. Lower rates in state associations for support staff members.

TABLE SIX: Keith Michael Fiels, Jane Robbins, Theodore, Perry, Brooks, Wilkins, Thomas, Kent Slade, Hayes

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ Timing is right to focus on paraprofessional issues.
- ☆ Timing is right for ALA to express a positive attitude toward paraprofessionals.
- ☆ Technology
 - makes it easier for all staff
 - allows distance learning for the MLS and paraprofessional
 - increases value of library workers' skills
 - provides opportunities to elevate skills of all workers
- ☆ Public respects library workers
- ☆ CE is more valued in general
- ☆ Libraries are source of community activity/identity
- ☆ Creating teams that are cross-functional at different levels:
 - leave roles outside
 - all equal and contribute skills as able
 - can allow the break-down of preconceived notions

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1 ◇

- ☆ Community support exists for libraries—they are safe, they provide the internet
- ☆ Library administrators are interested in training and growing all staff
- ☆ Diversity has increased and there are opportunities for those with special skills, for instance, Spanish-speaking.
- ☆ People-centered—every interaction, conflict, system is for people. Work is centered on who we serve, customer service is important.
- ☆ Library workers enjoy work
- ☆ Quality people with integrity will strive for perfection.
- ☆ MLS more confident and able to be open to paraprofessional advancement
- ☆ Library workers at all levels feeling their work is critical to success of the organization.
- ☆ Libraries are a place where you can make a difference.
- ☆ Libraries have history.
- ☆ Technology is an equalizer—patrons of small and large libraries have access.
- ☆ Collaboration of libraries with computer scientists led to more user-friendly applications and databases.

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

COPE 3 DREAMS ACHIEVED

- National certification program going strong
- 1st support staff person head of ALA
- LTA & B.A. programs available in all 50 states AND they are affordable and FUN!
- Library salaries leap ahead of computer scientists. IT/CIS grads flock to libraries
- Libraries lead other institutions through excellent customer service and teamwork
- Libraries win Baldrige award for “best place to work”, respect abounds
- Universal or national library card is citizen’s most valuable possession
- People who work in libraries are most diverse
- 50% of ALA’s 120,000 members are support staff
- LSSIRT becomes largest division of ALA—contest for new name
- National library job titles established and all library workers are dancing in the streets
- 10,000 scholarships are available for all library careers, continuous learning is funded

Small Group Discussion III: *Design—Provocative propositions.*

1. **Certification:** national program in place
2. **Mutual respect:** work together as a team without hierarchy
3. **Continuing Education:** plenty of affordable, readily available training
4. **Compensation:** appropriate compensation for career ladders/complexity
5. **ALA membership:** affordable and good value for dues
6. **Marketing/Recruitment:** all of above are readily available to all libraries—small and large

ALA’s 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1 ◇

Small Group Discussion IV: *Destiny—Action plans for implementation.*

Note: Forced-choice voting was used in this group. The numbers after the ideas below indicate the number of votes (dots) received.

Continuing Education

1. Create a national database with information on educational programs, including information on on-line availability and costs
2. 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. **(1)**
3. More effort from library boards and administration to make sure information about CE and workshops are known to support staff.

Respect

1. Articles and web information on new ways for library staff to work together in mutual respect including: **(3)**
 - a. how to be a learning organization
 - b. how to redesign the work environment
 - c. highlight libraries that are successful in these innovations
2. Support staff are professionals, too, and should be treated with respect. **(4)**
3. ALA should develop a statement on respect for all library workers.
4. Build/develop dialog between groups within libraries (apples and oranges) to increase understanding of each other's jobs.
5. Emphasis from all sides on mutual respect between library workers and a reminder to keep patrons at the center.
6. Respect between support staff and librarians.

LSSIRT

1. LSSIRT seen as the leader for support staff issues and is called upon for input and advice.

Recruitment

1. Develop better ways to recruit library support staff.

Scholarships

1. Develop scholarships for AA/BA/LTA programs working in libraries

Marketing

1. New national marketing initiative on Fox, MTV, Cartoon Channel which promotes library work as a career that is fun, challenging, cool etc.
2. National marketing campaign about what library workers do.
3. Market library work to:
 - a. junior high
 - b. high school
 - c. college
 - d. community

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1 ◇

Certification

1. Work with library assistant groups to develop certification and requirements to receive certification (tests?, courses?).
2. ALA begins to explore certification program for library support staff.
3. Move to national certification for library workers—voluntary, not a hoop. **(4)**
4. ALA accreditation of LTA certificate programs.

American Libraries

1. More inclusion for support staff, more friendly to support staff issues. **(3)**
2. “My Turn” column or articles with support staff contributing with the purpose of helping library managers understand support staff issues.

Toolbox

1. ALA adopts theme for a five-year period of recognizing career lattices and recruitment to library careers at all levels.
2. 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
- e. competitive salary information

ALA

1. Affordable dues structure and incentive programs for library support staff. **(6)**
2. Do a big membership drive for support staff. Develop a new dues category with joint membership in divisions, roundtables in the plan.
3. ALA recognizes support staff role, provides affordable membership, provides committee assignments, devotes articles in *AL* to support staff issues, LISTENS.
4. Get more support staff who are in ALA committed.

TABLE SEVEN: Anne Hofmann, Brown, Kisby, Jim Hill, Carol Berger, Markey, Meralyn Meadows, Hall

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ Team work
- ☆ Staff respect each other
- ☆ Library is a good place to work
- ☆ Public likes the library
- ☆ Support staff treat customers well
- ☆ Libraries are in good financial shape in IL

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1◇

- ☆ Job has respect from the general public
- ☆ Library workers are service-oriented
- ☆ People want to work in libraries
- ☆ There is job satisfaction

Hopes for the future...

- ☆ Recognition for work done which results in better salaries
- ☆ Support staff want to advance through LTA without getting MLS
- ☆ Challenges for all staff to obtain opportunities to advance
- ☆ Education viewed as important
- ☆ Funding is more stable
- ☆ Society to value libraries
- ☆ Help to get through budget issues
- ☆ Give “new” books which are discarded to libraries that need them
- ☆ On-line training for moving up career ladder, especially in technical areas
- ☆ Core training on national level
- ☆ Funding for staff to attend conferences
- ☆ Support staff will have more drive for self-improvement
- ☆ ALA/APA to offer core training
- ☆ Need for non-university training
- ☆ Benefits to be the same for all staff—professional and paraprofessional (equity)
- ☆ Work at home when appropriate
- ☆ ALA is more inclusive of all library workers in written documents to include all library workers
- ☆ Salary studies for support staff
- ☆ Better salaries for work done—especially where support staff are doing professional tasks
- ☆ More members for ALA by making paraprofessionals welcome
- ☆ Library workers work together to make the library “the best it can be”
- ☆ One national union for library workers
- ☆ Need step-up programs for LTAs

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

NEW PRESIDENT OF ALA IS CIRCULATION SUPERVISOR OF ABC LIBRARY

- Major advances for support staff
- Support staff membership in ALA has grown dramatically since COPE 3
- Increased recognition of role and responsibilities
- New certification program for training has been successful; new ALA President hales from the first graduating class
- ALA survey shows support staff salaries increased dramatically in last five years across country
- New division for ALA is Career Development for Support Staff

ALA's 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1◇

- 20 support staff members elected to ALA Council on coat tails of President
- Presidential theme is *Equity and Unity for All*
- ALA announces major scholarship for support staff
- Library budgets increase nationwide
- Mitch Freedman announces his candidacy for U.S. presidency
- Dorothy Morgan is on short list for Librarian of Congress

Small Group Discussion III: *Design—Provocative propositions.*

1. Inclusive language at/by ALA avoids an “us and them” attitude
2. More participation by support staff in ALA:
 - a. pre-conferences
 - b. LSSIRT regional meetings and training
 - c. Council seat for LSSIRT
3. ALA and library administrators will encourage and support training for support staff by:
 - a. committing more \$ to travel, registration fees, and expenses
 - b. sponsoring local and national conferences and workshops for support staff
 - c. encouraging support staff to be proactive and ask for support
4. Certification at the national level recognized by all states.
5. Competencies through testing (NY model?)
6. Career levels with salary increases
7. Education—establish basic minimum level

Small Group Discussion IV: *Destiny—Action plans for implementation.*

ALA Membership

1. National effort to involve support staff in ALA conferences
2. Increased ALA membership by support staff and pre-conferences targeted at support staff
3. Inclusive membership in ALA
4. Focused association membership drive at national and state levels for library support staff
5. Support staff become a central part of ALA
6. More opportunities for support staff to attend ALA-sponsored meetings on a local, state, and national level
7. ALA investigate the possibility of providing a seat on Council for a support staff member
8. ALA continue current support staff membership initiative past current cut-off date
9. ALA membership dues based on salary levels for ALL staff, not just reduced dues for support staff

ALA Services and Initiatives

1. Development of a specific programming area of ALA/HRDR for support staff
2. ALA publishes a salary survey for support staff salaries the way they do for librarians
3. ALA funds six regional LSSIRT workshops to promote library support staff issues

ALA Promoting Inclusive Language

1. ALA policy change to formally include support staff in all communications, committees and other organizational units, and services
2. Inclusion of support staff in all ALA publications/programs, etc.
 - a. Identify a designated person on ALA staff to which discrepancies with policy may be pointed out
 - b. Create a Council seat to represent support staff
3. ALA, in all written materials, recognizes library support staff instead of just referring to librarians

Unity at Home Library

1. Culture of inclusion and mutual respect for all levels of library workers at all libraries
2. Educate apples and oranges regarding benefits of unity for all library workers
3. Libraries encouraged to fun development equally for all library workers
4. Scholarship/tuition reimbursement available for all staff seek more formal education through courses and CE programs.

Accreditation by ALA of Standardized Education

1. ALA support for and/or coordination of standardizing accreditation of LTA programs, including specialist certificates—cataloging, circulation/customer service, readers advisory, etc.
2. Nationally televised (satellite) or internet programs to increase educational opportunities and conformity

Career Ladders

1. On-going work on developing “typical” career ladders for all library staff areas
2. Organized ALA-sponsored agreement on titles:
 - a. paraprofessional
 - b. professional
 - c. associateso society observes us as a profession.

Compensation

1. Any accreditation or certification program for support staff be directly tied to additional compensation
2. Basic, core-level of education/competencies established for all levels of support staff tied to salary increases as one advances
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.

Certification

1. National certification levels for LTAs
2. ALA working with LSSIRT to study pros and cons of certification:

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◇ Flip Chart Transcription—Part 1 ◇

- 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.

TABLE EIGHT: David Dowell, Huff-Eibl, Pennino, Shook, Kathy Wicks, Cruthers, Brooks, Julie Walker—the ☺ table.

Small Group Discussion I: *Discovery—The best of what is.*

- ☆ Momentum...time is NOW (ALA, COPE 3)
- ☆ The “library” is changing
- ☆ Variety of jobs in libraries is increasing and jobs are becoming more diverse
- ☆ Greater emphasis on cross functional teams/committees
- ☆ Emerging opportunities at the state level—CE, training, leadership
- ☆ Dedicated travel funds for support staff so they don't have to compete with professional staff for \$
- ☆ There is a library support staff roundtable in ALA (LSSIRT)

Small Group Discussion II: *Dream—A vision of what might be...Headline and bullet points for a feature story in American Libraries, May 2008.*

FIRST SUPPORT STAFF PRESIDENT-ELECT OF ALA

- Kathy Wicks, inspired by events at COPE 3, in May 2003, mad a quiet promise to pursue this dream
- First step was organizing grassroots campaign for inclusion of support staff in state library organization
- Election brings new respect to 300,000+ library workers
- Instrumental in expanding influence in ALA was the requirement that all ALA committees have a support staff member
- Kathy credits her success to the skills she gained through ALA's two-year old LTA certification program which she was instrumental in developing'
- Kathy was quoted as saying, “We may be apples and oranges but, in the end, we are all fruit!”

Small Group Discussion III: *Design—Provocative propositions.*

1. Building community among library workers
2. Involving more support staff in ALA
3. Validating experience/education of library support staff.
4. Facilitating the exchange of information among local, state, and national library support staff groups
5. Lowering the age of library support staff

Small Group Discussion IV: *Destiny—Action plans for implementation.*

Note: ‘D’=do-able, ‘S’=sustainable

Short Term Goals:

ALA Membership

1. ALA dues based on salary with “support system” for library support staff who want to get involved. **(D/S)**
2. Expansion of current special dues package for library support staff.

ALA Initiative

1. ALA award for the library with the most innovative program to enable support staff career development. **(D/S)**

Long Term Goals:

Certification/Education/Job Descriptions

1. National certification for LTA programs. **(D/S)**
2. A look at certification that is based not just on education, but on job skills, experience, etc. Staff to be compensated for their skills as well as for completing educational courses/training, and life experience.
3. Standardized educational opportunities that leads to competency-based education.
4. Standards for AALS and, perhaps, BALS programs.
5. Nationally standardized job descriptions
6. “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.

Marketing/PR/Communication

1. ALA should get the word out that support staff are welcome in ALA and show support staff what is available so they can make a choice about membership. **(D/S)**
2. Develop on-going communication tools for support staff education and development.
3. PR to current support staff about career opportunities and vehicles.
4. Catalog of “library workers” showing ‘the face of America’s libraries’ with a link back to the appropriate group.

Recruitment

1. Recruitment of younger support staff—possibly utilizing ‘4-H-type’ junior LTA organization. **(D/S)**
2. Recruitment to field of librarianship at ALL levels.

National, State, and Local Association Involvement

1. All 50 states have established support staff division within state association. **(D/S)**
2. Making sure that selected ALA committees (for example Membership and NMRT) always have a support staff member.

ALA’s 3^d Congress on Professional Education: Focus on Library Support Staff

◇ Flip Chart Transcription—Part 1 ◇

3. Inclusion of more support staff in ALA by word-of-mouth, state agencies. More involvement of support staff in committees in all library groups.

On-Going Goals:

Mutual Respect/Cooperation

1. Recognition of the common mission of apples and oranges.
2. Librarians and support staff work together for the good of the institution, not be separate.