

COPE 3—TRANSCRIPTION OF FLIP CHART NOTES FROM EACH GROUP

TABLE NINE: Wilson, Hamlett, Morse, Morrison, Percelli, Greer, Pacey, Petrowski

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

- ☆ We're building a legacy (catalogs) for future users
- ☆ Variety, never a dull moment
- ☆ Work with nice people—internal and external
- ☆ Intellectual growth through learning
- ☆ Love being useful
- ☆ Book environment is physically gratifying (and emotionally, too)
- ☆ Traditional library setting/culture is revered and treasured
- ☆ Anchored/rooted in tradition, but willing and able to move forward
- ☆ We've solved some of the big problems, but we tackle new ones as they emerge
- ☆ Cataloging standards and tools allow support staff to play a strong role in cataloging
- ☆ Flexibility—hours and schedules—good for part-time staff
- ☆ Cross-training opportunities exist—e.g. exchange programs
- ☆ Transfer of delight (spider in a jar identified)
- ☆ Virtual libraries exist
- ☆ Library's social aspect—people preferred over self-check machines
- ☆ New ways of assuring privacy—self-check machines
- ☆ Libraries valued in community (seen as “safe”)
- ☆ We're advocates for intellectual freedom, privacy, freedom of access,
- ☆ We give out free tax forms

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

IT'S A CAREER, NOT A JOB

- Everyone able to work to full potential with recognition
- Multiple paths to reach career goals—with combination of education, training, and experience
- Employer-supported learning (time, \$)
- Enduring, strong support staff associations
- National certification that is transferable
- Travel funding
- Values and competencies clearly defined and enhanced for apples and oranges
- All support staff retire with big pensions
- Want to be recognized as valuable
- We become a fruit salad—“orapple”
- Cross-training

- Get in touch with their “inner librarian” (embrace value structure, philosophical outlook of profession)
- Speedier advancement up career ladder
- New ALA unit, within ALA/APA, focused on support staff.

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

1. Re-visioning the roles of the professional, national, state, regional, library associations to become more inclusive of and concerned with library support staff.
2. Members of COLT, LSSIRT, APA form cooperative issues task force to examine existing models of job classification, certification, compensation, career ladders, position specifications in order to devise a model personnel system.

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

Do-able and Sustainable

ALA Actions

1. Sliding scale membership fees for all members in ALA, state, and local organizations, based on salary
2. Continue current ALA support staff membership initiative.
3. 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.
4. Reduced conference rates for support staff.
5. ALA establish a scholarship initiative (like the ALA Spectrum Scholarship) to fund support staff who are willing to go for MLS.
6. To have many support staff elected to the ALA Executive Board to better represent the national library community.
7. All exclusionary language should be omitted from all ALA documentation.
8. *American Libraries* should have a column for support staff.
9. To create, foster, and preserve an inclusive environment for support staff in ALA that is a model for state and local library associations.
10. 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.
11. 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.
12. Certification accredited by ALA/APA based on experience and education.
13. Research agendas for support staff forwarded to appropriate ALA committees, editorial boards, etc.
14. An LSSID (see 10 above)/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.

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

◇ Flip Chart Transcription—Part 2 ◇

15. ALA adopts a list of competencies for broad levels of library classes:
 - a. library clerk
 - b. library assistants
 - c. library associates

NOT Do-able and Sustainable

1. LSSIRT moves from a roundtable to a division.
2. Contribution, respect and participation in library business
3. ALA creates a “home” for library workers by establishing a permanent committee and explores the mechanisms to establish an office or division.
4. LISEHRU revisited and revised by a new TF that includes support staff within two years.
5. Competencies and core values for all library workers—standards.
6. Certification for all library workers and all specialization areas. (ALA/APA has a lot of work to do.)
7. Support staff are included in all levels of ALA.
8. Compensation, equity, and respect for all library workers.
9. Value articulation and compensation for time in service (merit pay).
10. ALA with stake-holding organizations to develop educational standards, model tests, and experience equivalencies for LTA positions.
11. ALA, with stake-holding organizations to develop a model personnel system and promote it for local adoption, based on existing research.
12. 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. librarianthat recognizes differences in library types.
13. ALA to solicit and develop a statement re-visioning MLS and professional roles based on the new inclusiveness.

TABLE TEN: Curt McKay, Steel, Olson, Ahrens, Johnson, McGeary, Fay, Kathleen Bourdon

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

- ☆ We're being listened to
- ☆ We're beginning to get respect
- ☆ We have the opportunity to discuss issues—we have self-responsibility
- ☆ State-wide or regional conferences by/for support staff
- ☆ Flex-time and tuition reimbursement allowed for training
- ☆ Staff in-service day for all employees
- ☆ Support staff are advocating and being recognized for suggesting improvements

- ☆ Support staff are being encouraged to attend library association meetings and are holding office, being recognized for their skills, and being selected as conference presenters
 - ☆ Unionization could be a strength
 - ☆ Two-for-one registration rates
 - ☆ ~~You people~~-(no longer used)
 - ☆ Sharing reports of conference attendance with other support staff
 - ☆ Support staff are publishing articles in professional literature
- Hopes for the future...**
- ☆ Empower support staff and get them involved
 - ☆ Learning how to deal with people who are just interested in their job, not their career

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

1st SUPPORT STAFF PERSON ELECTED ALA PRESIDENT

- 66% of Council members are support staff
- Comparable worth is a reality at all levels
- All library workers receive full benefits
- All ALA press releases and publications refer to library workers—not just librarians
- ALA accredits support staff training programs
- ALA offers certification for support staff
- Pioneers from COPE 3 were recognized for ground-breaking initiatives
- Dues on a sliding scale are based on salary
- Library morale and library use nation-wide is at an all-time high
- Library salaries nationally are at an all-time high
- Library staff members reflect the diversity of their community
-

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

1. ALA will recognize and establish a category of support staff for Council positions. In addition, there will be a Councilor elected from LSSIRT.
2. The visibility of support staff will be raised in all libraries.
3. Support staff are instrumental in developing curriculum and raising awareness of LIS faculty regarding support staff issues.
4. Competency-based evaluation (includes skills, theory, and documentation portfolios is established, utilized and recognized.
5. ALA will develop a program to assist libraries in recruitment and mentoring to ensure a diverse workforce.
6. Career lattice that values experience as well as education—identify core job functions.
- 7.

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

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

◇ Flip Chart Transcription—Part 2◇

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

Certification (8)

1. ALA develops a certification program for support staff.
2. The establishment of a recognized subcommittee within ALA/APA to start the work of certification of support staff.
3. Commitment of ALA to study and make recommendations on certifications within the next 2 years.
4. Certification for library workers that can be achieved by taking classes, testing out of classes, or portfolio documentation of experience...
5. Value experience as importantly as education on the career path of library support staff. Documentation to prove competency and years of experience accepted to equal a Bachelor's degree.
6. 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.

ALA Involvement (4)

1. Seats on ALA Council to represent the support staff community
2. ALA changes the structure/composition of Council to include support staff.
3. Support staff elevated in their participation in ALA and ALA/APA.
4. 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

ALA Membership Initiative (1)

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

Miscellaneous (1)

1. Training programs available to help support staff move up the career track.
2. 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.

Tactical and Do-able—Short Term

1. All communication from ALA and ALA/APA will use the inclusive terminology of "library workers".

2. 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.
3. I would like to see large publicity pieces published in *LJ* and *American Libraries* on the work of this Congress.
4. 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.

Not Sustainable and Do-able

1. ALA should certify more library schools including community college LTA programs.
2. 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.

GROUP 11—Camila Alire, Pru Dalrymple, Agnew, Owen, Buck, Smith, Ott, Kutzik, Aton

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

- ☆ Build community among staff
- ☆ First network among themselves
- ☆ First opportunity/impression with patrons/users
- ☆ Ability to pay attention to minutia—detail orientation
- ☆ Goal-oriented
- ☆ Adaptability
- ☆ Makes the system work for the patron
- ☆ Committed to the mission of the library
- ☆ Empower patrons/users
- ☆ Work is self-rewarding
- ☆ Versatility
- ☆ Excellent multi-taskers
- ☆ Allow job description to be changed as the organization changes
- ☆ Willing to work outside comfort zone
- ☆ Longevity
- ☆ Stability to the organization
- ☆ Brings common sense to the organization
- ☆ Successful in establishing a positive image for the library

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

HARNESS THE JUICE! LIBRARY CAREERS ARE THE NUMBER ONE CHOICE OF HIGH SCHOOL GRADUATES

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

◇ Flip Chart Transcription—Part 2◇

- Public pressure to increase library access/services/staffing has led to all-time funding
- Enhanced career tracks offer greater opportunities for employment and advancement in libraries
- 2005 pay equity landmark decision for library staff have increased salaries by 50%
- New educational programs implemented for developing multiple career opportunities
- Young people recognizing the important role of library staff as champions of democracy

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

1. Education—career tracks that are flexible for library services work
2. Recruitment—make young people and others aware by presenting career lattices
3. Attractive compensation—e.g. salaries, benefits, flex time, environment, career mobility.
4. Support staff expectation in professional association work is the norm required for career lattice advancement.
5. More realistic standards with mechanisms that encourage support staff to pursue them.
6. Tell our story—better, more aggressive PR with marketing of support staff role.

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

Compensation (all sustainable)

1. Library support staff positions demand pay equity—salaries commensurate with responsibilities.
2. Provide pay equity and fair compensation based on work-level performed whether formally educated or trained to do it.
3. Increased compensation for all levels of library service.
4. Continue ALA campaign for pay equity.

Role of Support Staff in ALA (all sustainable)

1. Support staff represented on committees within ALA offices and divisions.
2. Equal role in ALA for support staff.
3. ALA actively recruit support staff members to serve on committees. **(T)**
4. Use ALA as a mechanism to accomplish recruitment, standards, education, and compensation goals.

Marketing Recruiting

1. ALA divisions initiating dialogues with K-12 schools and college counselors and career centers to promote careers in librarianship. **(S)**
2. Marketing profession to all ages—beginning in elementary school. Use public service announcements, partnerships with guidance counselors. **(S)**
3. Promotion of “Careers @ your library” that includes support staff jobs. **(T)**
4. Develop/promote aggressive PR/marketing of support staff role in libraries. **(S)**

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

◇ Flip Chart Transcription—Part 2◇

5. Recognize support staff as equal contributors to excellent library services. **(T)**
6. Be it public, school, or other libraries...come together as one unit to promote career exploration workshops, seminars, etc. **(T)**

Career Lattice (all sustainable)

1. Create career tracks lattice nationally as a model for libraries to adopt/adapt.
2. Create career lattices on competency made up of experience and for education, allow room to move and advance.
3. 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.

Educational Standards

1. Produce relevant standards (education, experience, skills, and dispositions) for many types of library work in various library systems. **(S)**
2. ALA divisions initiating dialogues with support staff organizations to update skills lists and minimum educational requirements. **(T/S)**
3. Establish a focused, on-going, discussion between library support staff community and LIS educators, including LTA and MLIS programs. **(T)**
4. ALA to develop standards for career tracks in library services. **(S)**
5. ALA accept the revision of the 1998 criteria for LTA programs and then evaluate and update the document on a regular basis. **(T)**

Programming about Support Staff Issues

1. Programming at ALA/Division conferences geared to support staff issues (compensation, training, and career ladders). **(T)**
2. ALA develop strategies to encourage library administrators to support professional activity for support staff. **(S)**

Programming for Support Staff

1. Provide continuing education and professional development opportunities for all library workers. **(T)**
2. COPE 3 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)**

GROUP TWELVE: Margaret Barron, Edwards, Steinhoff, Carol Berger, Pierro, Perll, Porter, Mary Jo Lynch

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

☆ Skills are transferable

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

◇ Flip Chart Transcription—Part 2◇

- ☆ Flexible
- ☆ Communications/feedback
- ☆ Willing to take on any new job or challenge
- ☆ Being more proactive
- ☆ Strong job commitment
- ☆ Responsible
- ☆ Increase in professional development opportunities
- ☆ Job reclassifications
- ☆ Competency-based performance evaluations for promotion
- ☆ Appropriate recognition
- ☆ Inclusion in library committees
- ☆ Growth of support staff organizations
- ☆ Job specialization opportunities
- ☆ Increased job satisfaction and security
- ☆ RESPECT and recognition
- ☆ Increased self esteem

Hopes for the future...

- ☆ Pay equity for job performance
- ☆ Continuing education opportunities that are affordable and available in a non-degree format (CEUs, etc.)
- ☆ Increased accommodation for the disabled
- ☆ More opportunities for advancement

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

APPLES BOOST ALA'S LOBBYING POWER BY 66%

- Apple is elected President of ALA
- First group of apples become certified
- ALA develops standards for library education at all levels
- ALA promotes salary (pay structure) for apples

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

1. Library support staff are recognized as career professionals (career pathway).
2. ALA needs to provide new member orientation about involvement possibilities and ALA's structure.
3. Biennial national conference or meeting for support staff funded by ALA.
4. ALA needs to develop a marketing plan/outreach program to attract support staff (this is an issue for all library workers). Membership will include benefits such as committee participation.
5. Positive relationships and teamwork between support staff and librarians should be taught in library school (management course?).

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

ALA Actions

1. I want ALA to include support staff on their Council and/or other decision-making bodies in the organization. **(D?)**
2. ALA recruit support staff into all areas possible. They advertise and campaign these benefits to all support staff through membership packages and state support staff organizations. **(D, S)**
3. 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)**
4. ALA will change boilerplate language to include all library workers. **(D, S)**
5. ALA's recruiting efforts should be extended to attract support staff, both to their career track and ALA membership by a formal plan. **(D, S)**
6. ALA will keep the introductory \$49 member rate for library support staff, or will raise it only by approximately 10%. It will also reduce the dues for division/roundtable membership for library support staff. **(D)**
7. *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)**

Compensation

1. Create a task force to work on formulas for recommended pay scales for library support staff. **(D)**
2. Promote and support pay equity for library support staff personnel.

Training

1. Support staff should be encouraged, supported and funded in their pursuit of continuing education (if they choose to participate).
2. They should be given the opportunity to participate in workshops, seminars, conferences, etc.
3. Promote and support more regional training opportunities for library support staff focusing on specific work areas (technical seminars, readers' assistance, circulation seminars). **(D)**
4. Support staff competency-based national training program committee/task force/unit is created to implement a certification process.
5. 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)**

Attitudes Toward Library Support Support

1. I want the jobs that support staff do to be recognized as “professional” jobs and, therefore, support staff themselves recognized as professionals in their own right—working in their own chosen career.
2. Develop clear definitions of library support staff that can be universally understood and accepted.
3. Standardized job descriptions for all library positions should be created and published for use in all organizations and settings. **(D, S)**
4. Library school programs should include courses to improve personnel management skills related to support staff. **(D, S)**

Mediation Models

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.

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

- ☆ Really like being in/working in the library—whatever the position
- ☆ Diverse in their talents
- ☆ Skilled on many levels
- ☆ More technically proficient
- ☆ Personality and experience diversity
- ☆ Exposed to a variety of subject matter
- ☆ Variety of job assignments
- ☆ Raises awareness of libraries within community—“ambassadors”
- ☆ Ability to grow within yourself and in your professional development
- ☆ Challenged because libraries facilitate change and innovation
- ☆ Staff development through grants and other training programs
- ☆ Relate to new information formats
- ☆ Intellectual fiber added to profession
- ☆ Tremendous service commitment
- ☆ Satisfaction from service given
- ☆ Career ladders available at many libraries (models of personnel utilization)
- ☆ Some systems combine professional and paraprofessional work
- ☆ Flexibility in ability to create the environment in which people work
- ☆ Libraries are great conveyors of culture
- ☆ Sharing who libraries change lives

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

ELVIS' SECRET DREAM: ELVIS REALLY WANTED TO WORK AT THE TUPELO PUBLIC LIBRARY CIRCULATION DESK!

- LC Clerk finds Elvis' secret diary in Melvil Dewey room
- Elvis Aaron Presley Foundation created
- Elvis Aaron Presley establishes foundation for education of para-librarians
- Bertelsmann matches EAP Foundation grant
- LM host dinner at Graceland
- OMB recognizes 35% salary increase for library support staff to para-librarians
- Dr. Phil says "Well...YEAH!"
- ALA/APA accredits federal standards program for para-librarians
- Institutions clamor to add degree program to curriculum
- 60 programs graduate 3,000 highly-sought para-librarians
- Job opening "Para-Librarian of Congress"
- Librarian of Congress retires to go on book tour after *Ghostbusters* experience in library!

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

1. In orientation process, raise awareness of educational and association membership to increase professional involvement and empowerment.
2. Create a toolkit for how a staff association is created within the library
3. Administrative proficiencies for library managers
4. National strategic vision of the library's value and mission
5. Standardized national basic skills training to improve service and effectiveness
6. Improve appreciation for libraries and stimulate recruitment to the field through a national "Be a Library Worker for a Day" campaign
7. ALA to promote existing workable models for certification, training, and secure funding for wider implementation

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

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

Recognition/Value

1. Acknowledgement by ALA of the value of work done by support staff
2. Recognize work support staff contribute to the library **(3) (T)**
3. 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. **(3) (S)**
4. Mutual respect for librarians and para-librarians, each contribute something valuable and depend on each other for that contributions, leading to a "big picture" view of the organization and how everyone contributes to that picture. **(2) (S)**

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

◇ Flip Chart Transcription—Part 2◇

5. Adoption of term para-librarian for para-professional level. **(D, S)**

Accreditation/Standards

1. ALA accreditation of LTA programs—4 year, 2 year, and certificate
2. Standard/national training for support staff
3. Standardized education for para-librarians. Not necessarily a degree or certification—standard skills/competencies
4. Creation of a support system within ALA for enhancement of library workers, i.e. tool kits, web pages, certification, recognition, etc.
5. ALA recognize and accredit Bachelor of Library Science degree **(6) (T)**

Human Resources/Career Ladders

1. ALA to sponsor expanded training in Human Resources with new models as bases—to develop classifications, pay for responsibility/performance, virtual work models. **(D, S)**
2. Acknowledgement and promotion nationally of a supervisor/manager/administrator career, certification, and training ladder. **(3) (T)**
3. Goal is to professionalize some library support positions.

Competencies and Training

1. 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)**
2. National LTA certificate established. **(3)**
3. Plan put into effect for certification of para-professionals. **(3) (S)**
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)

Miscellaneous Suggestions

1. Education assistance including \$ for library career. **(3) (D, S)**
2. Campaigning, pay equity **(S)**
3. LSSIRT to become a division of ALA with voting privileges. **(4) (D, S)**

TABLE FOURTEEN: Massis, Keally, Roberts, Zimmerman, Balster, Nancy Medema, Kosinski, Dorothy Ragsdale.

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

- ☆ The recognition of the importance of training.
- ☆ Training used as a tool for re-engagement
- ☆ Training open to all
- ☆ Overtime pay can be an obstacle to attending training/classes.
- ☆ Having adequate staff so training is possible
- ☆ Give support staff “perk” received by higher levels (telecommunications, travel)

- ☆ Some support staff now attending “Reaching Forward” (IL support staff conference)
- ☆ Value of sending staff to training is enthusiasm
- ☆ AASL recommends member to bring administrative manager at reduced rate. (This is a PR issue and has been very successful.)
- ☆ AASL emphasizes speaking to stakeholders who influence decisions
- ☆ Effort described above implemented with “Reaching Forward” in IL
- ☆ Library education—how universities look at non-MLS continuing education
- ☆ Establish consortiums with other schools to provide continuing education
- ☆ Getting staff to attend training w/o compensation is a concern/issue
- ☆ Despite the impediments related to professional development solutions are found to receive the training.
- ☆ Engagement of informal professional development
- ☆ Similar duties of support and professional staff
- ☆ Recognition and respect at all levels and among all levels
- ☆ Flexibility
- ☆ Customer service skills
- ☆ Communication skills
- ☆ Multi-tasking
- ☆ Adaptability to demand
- ☆ Adaptability to technology to provide service
- ☆ Flexibility and versatility of library cards (public, community/state colleges)
- ☆ Compensation
- ☆ Level of dedication
- ☆ Sense of humor

Hopes for the Future...

- ☆ Respect and recognition at all levels
- ☆ Compensation
- ☆ Training and education open to all
- ☆ Increasing opportunities for external professional development for support staff
- ☆ Increasing opportunities for shared external professional development between apples and oranges
- ☆ Evidence of support staff overcoming professional development obstacles

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

LIBRARY SUPPORT STAFF FINDS UTOPIA

- I now walk into the library and I’m happy and secure. I am equal to my co-workers on all levels and I’m respected and well-compensated for the position and work that I do” reports library support staff person.
- Respect and recognition at all levels

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

◇ Flip Chart Transcription—Part 2◇

- Compensation
- Training and education open to all

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

1. Establish full division status in ALA for support staff.
2. A national job bank for all library positions that is searchable by job position, location, and allows individuals to post resumes.
3. Development of a voluntary national competency-based certificate program that recognizes education, experience and training. A model is National Board of Professional Teacher's Standard (NBPTS).

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

Job Bank (all are D, S)

1. National job bank for all library positions searchable by location and position. Also allows posting of resumes.
2. 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
3. ALA website for employment recruiting of library staff at all levels

Compensation (all are D, S)

1. Recommend that all ALA pay-equity initiatives include support staff explicitly

Recruitment (all are D, S)

1. Strongly recommend that the IMLS recruitment initiative include all library positions
2. 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

Education (all are D, S)

1. Establish more BA programs in library schools for support staff who wish to receive training at that level.
2. Develop a plan for LIS -education, APA, COA to provide standards-based education and training for library support staff
3. 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 upward steps/education/mobility
4. Train-the-trainer type program for library support staff training

Division (all are D, S)

1. Full membership and recognition in ALA as a library staff, not divided by librarian or not.
2. Establish a division in ALA for support staff—American Association of Library Support Staff (AALSS).
3. A division of support staff in ALA which would mean more ALA recognition and involvement with/for support staff
4. ALA division for support staff interests
5. Establish ALA division for support staff
6. Increase membership of library support staff in ALA—monetary support

Communications (all are D, S)

1. Communications between ALA and all library staff about information opportunities
2. ALA find a way to identify and communicate with library support staff about COPE 3.
3. Establish more opportunities for groups like these to meet to report out to community at large including deans, directors, administrators.

Certification (all are D, S)

1. Development of some type of education/experience-based certification that is nationally recognized in libraries of all kinds.
2. National voluntary competency-based certification program for library support staff
3. A program of certification based on experience, knowledge, education, and participation that is recognized and respected nation-wide
4. 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
5. Identify best practices for improved certification that are already out there so that we do not re-create the wheel.

Institutes/Conferences (all are D, S)

1. ALA set up regional conferences for support staff and encourage member libraries to send some of their staff.

Funding

1. Libraries establish a line item in annual budget of 5% annual staff salary to support continuing education for all library staff.

TABLE FIFTEEN: Salomone, Lupone, Manack, Knoch, Hall, Ross, Dorothy Morgan, Ann O'Neill

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

- ☆ Highly motivated individuals willing to meet challenges head-on

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

◇ Flip Chart Transcription—Part 2◇

- ☆ Dedicated people working for low salaries
- ☆ Strong sense of calling
- ☆ Ability to rise to occasion
- ☆ Difference and diversity leads to teamwork
- ☆ Willingness to accept challenges
- ☆ Willingness to go beyond job description
- ☆ We often truly LOVE what we do
- ☆ Staff who feel encouraged to utilize their creativity
- ☆ Environments/Opportunities where people can grow
- ☆ Current ambiguity can be a strength, creates opportunity
- ☆ Turmoil is leading to dialogue
- ☆ Conflict can be constructive
- ☆ ALA is ready to address this issue
- ☆ Inclusion/inclusive processes are a strength
- ☆ Technology/new work and information-urgency is changing the profession
- ☆ Work is changing and there are more opportunities

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

‘WE CAN’T PRINT THEM FAST ENOUGH!’: LIBRARY SUPPORT STAFF APPLICATIONS SKY ROCKET AS LIBRARIES SEE THE LIGHT!

- Staff are focused on the service mission of the library and excited about coming to work
- Library leaders involve support staff in meaningful decision-making; regularly recognize their contributions; and foster an atmosphere of respect
- Library support staff have equal access to time; money; and opportunities for training and development
- Staff are equitably compensated for education as well as experience and expertise
- Staffing levels increase to fulfill library service goals
- Library leaders create a culture of achievement through meaningful work

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

1. Employers use ALA-endorsed certification as a standard for hiring, promotion and compensation.
2. Integration of library support staff into all levels of governance in ALA
3. Library support staff is recognized as an equally important partner in service
4. Affordability and institutional support and availability for support staff
5. Aggressive recruitment of staff to reflect all levels/kinds of diversity ; including linguistic, disabilities, etc.
6. Compensation
7. Governance: inclusion in ALA

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

◇ Flip Chart Transcription—Part 2◇

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

Compensation

1. Equitable pay for job and experience done
2. Inclusion of support staff in all ALA efforts to improve compensation for library staff
3. Respect, recognition, compensation, and mobility for library support staff
4. Competency-based standards translate into job descriptions

Continuing Education

1. ALA/Divisional sponsorship or regional continuing education opportunities for support staff
2. Funding resources for training, staff development and continuing education, dramatically increased through national resources (ALA, IMLS) spent locally and regionally

Recruitment

1. Recruitment initiatives extended to support staff
2. The library support staff role to be seen as a way to ensure libraries reflect the needs and image of the publics they serve

Leadership

1. Opportunity for library support staff to become active and have equal voice in ALA committees and decision processes
2. Library support staff who want to are encouraged and supported to become involved in a support staff-friendly ALA so that support staff are represented more equitably and are involved in ALA governance.
3. Appointment of support staff to ALA committees
4. Inclusion of support staff (proportionate to workforce) in all levels/efforts of ALA
5. Involvement and leadership in ALA by library support staff
6. ALA will include non-MLS librarians in their recruiting for membership and positions on ALA Boards, and reduce the costs of membership.

Milieu

1. Programs at ALA focusing on the issues of support staff in the work places (so that decision-makers can change the environment in their libraries)
2. The role of library support staff being viewed and supported as indispensable to library services.

Certification

1. 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.
2. 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.

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

◇ Flip Chart Transcription—Part 2 ◇

3. Some certification programs are recognized by ALA as leading to an MLS-equivalent certificate.

Stray End Goals

1. Continuation of ideas throughout years to actually get ideas to completion.
2. ALA will set guidelines for the responsibilities of librarians and support staff.
3. Equal access for library support staff to all the benefits of library employment.

TABLE SIXTEEN: Mundt, Olley, Brown, Nancy Davenport, Imperio, Pat Hogan

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

- ☆ Library as place
- ☆ Safe place for social interaction
- ☆ High staff retention→strong institutional memory
- ☆ Support staff has broad experience, more flexibility, mobility
- ☆ Support staff enable cost-effective service programs
- ☆ Peer-to-peer training/mentoring
- ☆ Pragmatic approach—to balance theory—what's working?
- ☆ Shared space for diversity and democracy; mutual respect
- ☆ Reaching out; welcoming to all, non-judgmental
- ☆ Trust in library as a place—that is safe from government intrusion
- ☆ For immigrants, place to learn how to be American
- ☆ Strong sense of community, ownership of the library
- ☆ The people who work in the library make the library
- ☆ A library can respond/must respond to community demands; makes each library unique.
- ☆ Diversity of staff creates the diversity of the library

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/COA APPROVES LIFE-CYCLE EDUCATION PROGRAM

- (?) Adopts support staff standards, certification
- Library workers define themselves
- Boards clamor for support staff as members
- Library staffing crisis solved:
 - career ladders—upward mobility
 - recruitment
 - pay equity
 - credentials
 - training
- Librarians (MLS-holders) and support staff work together, learn together
- Public clamors for increased library services
- Public clamors for support staffer to become director

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

◇ Flip Chart Transcription—Part 2◇

- ALISE approves adding library technicians as adjunct faculty
- AL adds support staff editor
- Accreditation Committee approves life-cycle training (guided experiential learning):
 - pageship
 - clerkship
 - internship
 - residency
 - fellowship
- Library Technician elected ALA treasurer

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

1. Equity of access to support (finances, time, resources) among all library workers.
2. Advocate to the public and decision-makers so that they see the benefit to the community of library worker development
3. Talking points for interacting w/boards and community groups
4. Library workers join community groups, library supports community action; e.g. food drive
5. Factoids tailored to different audiences—realtors, taxpayers, kids, etc.
6. Train staff to implement programs in the community to get people into the library aware of library resources
7. Train staff to implement programs in the community to get people into the library aware of library resources
8. COA approves life-cycle education program:
 - a. pageship
 - b. clerkship
 - c. internship
 - d. residency
 - e. fellowship
9. Create ALA division: SEAL (**S**upport **E**ducate **A**dvocate in **L**ibraries)

Tactics:

 - ALA & Division committees have dedicated seat for support staff
 - Talking points for ALA & Division Boards to promote support staff appointments
 - List of LSSIRT members (and others) available for appointment

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

Association-Related

1. Dedicated role (such as a seat on committees) for support staff on state & national association committees, taskforces, etc. (**D, L, S**)
2. More support staff participation in ALA committees/decision-making (**D, L, S**)
3. ALA and Divisions engage support staff by appointing them to committees, recognizing achievements, publishing about them (**D, L, S**)

Advocacy

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

◇ Flip Chart Transcription—Part 2◇

1. Create a timeline and a tactical plan to transform LSSIRT into an ALA division **(D, L, S)**
2. Tool kit for COPE 3 participants to go back and advocate agreed-upon transformational changes **(D, L, S)**
3. ALA to provide tools to promote pay equity initiatives for support staff **(D, L, S)**
4. *In library literature, such as *American Libraries*, *Library Journal*, etc. have a dedicated segment or column for support staff library workers* **(D, L, S)**

Local, State-Related

1. Equity in distribution of time, \$\$, resources to ALL support staff
2. Financial assistance for support staff involvement in ALA & state association conferences, continuing education efforts and projects
3. Tangible recognition (in compensation, benefits, awards, etc.) for support staff
4. By-in from state library organizations to support staff issues
5. Equity in access to voice, release-time, finances, opportunities for all library workers—value for all

Education

1. Find a vendor to sponsor conference attendance for one support staff member @ each ALA conference, pre-conference, workshop **(D, L, S)**
2. More accessible education programs (LTA & MLS) for full-time employees
3. Create a distance education course for MLS candidates that is a series of case studies on support staff activities
4. Life cycle training with standards
5. Nationally recognized standards and certification program(s) for library support staff
6. Continuing education opportunities that involve support staff and MLS holders in an inclusive way with open dialogue BOTH ways

GROUP SEVENTEEN: Nancy Bolt, Koplán, Ferriero, Stull, Taylor

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

- ☆ The best is when the public/clientele is well-served
- ☆ When best strengths of staff are realized and staff are in the best places
- ☆ Existing opportunities, e.g. ALA units, tools
- ☆ Regional training opportunities, e.g. state
- ☆ On-campus library support staff is largest single group who work together—gives leverage
- ☆ Talented, dedicated support staff
- ☆ Future models or ladders for advancement based on document/portfolio review, e.g. certification—needs \$ support

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

◇ Flip Chart Transcription—Part 2◇

BILL AND MELINDA GATES FOUNDATION AWARDS \$100 MILLION TO ALA FOR LIBRARY SUPPORT STAFF INITIATIVES

- Career ladder in place
- Certification program in place and 75% are participating
- Pay scale median increased by 25%
- Scholarships established
- International education and training funded
- Nationwide CE with release time and funding of distance, online, and face-to-face
- Award for support staff for innovation
- “No Child Left Behind” recognizes role of school library support staff in improving student achievement
- *New York Times* establishes award recognizing library support staff excellence
- ALA establishes support staff division
- Reduced costs for support staff dues for ALA
- Support staff participates to libraries policy setting
- 15 members of ALA Council are library support staff

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

1. Role of support staff in ALA—meaningful representation
 - a. LSSIRT members appointed to each ALA committee
 - b. reasonable dues structure (sliding scale) and benefits
2. Local support representation, inclusion library support of support staff participation—e.g. travel scholarships, access to travel funds
3. State level of support
 - a. Heads of state level support staff groups meet nationally
 - b. Each state holds support staff conference based on models developed by LSSIRT
4. Competency-based career ladder
5. Change name of LTA (limiting) to Library Associate Program or Library Specialist Program
6. Survey LSSIRT re: how got there, how to build on their accomplishment

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

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

Career Ladders (3), (D, S?)

1. Appropriate career ladder model(s) established and adopted
2. Develop and share career ladder models
3. Need to establish and promote career ladders for library support staff

Certification (3), (D, S)

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

◇ Flip Chart Transcription—Part 2 ◇

1. Certification or recognition based on competencies available nationally
2. Certification and compensation
3. Nationally designed (ALA) and endorsed certification program that can be used by local library support staff or adopted by a state

ALA (3), (D, S)

1. Encourage support staff participation in ALA by creating a dues structure accommodating support staff needs.
2. ALA membership dues on sliding scale based on salary.
3. Sliding dues scale for library support staff not for MLS librarians

Continuing Education (D, S)

1. Continuing education developed based on career ladder
2. Network for available CE resources
3. Establishment of training/educational opportunities for library support staff

Miscellaneous Outcomes (all indicated as D, S)

1. Support staff in ALA annual salary survey
2. Recognition and support of groups established for the exclusive representation of library support staff
3. 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.
4. Mutual respect and equity of roles

GROUP EIGHTEEN: Proctor, Kaufman, Gene Kinnally, Schill, John Berry, Diefenthal

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

- ☆ Respect/not: Split between staff/librarians
- ☆ Big difference between public/academic
- ☆ *Academic:* support staff flexible, adaptable, not tied to status
- ☆ *Public:* support staff also not accepting of change
- ☆ Love of libraries: work with public, don't want to leave the library once there, get hooked on working there
- ☆ Uniqueness of field
- ☆ Giving people information—powerful
- ☆ Value system of libraries is compelling
- ☆ Connecting people to ideas
- ☆ Need for certain skills—with or without MLS
- ☆ Boundaries between MLS and support staff blurring
- ☆ Need for specialists
- ☆ Information field is very diverse beyond librarians
- ☆ Workers who are flexible
- ☆ Market demand system to define info workers: what, who, importance of work
- ☆ Professional development for “professionals”
- ☆ Staff development for “all” library staff

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

◇ Flip Chart Transcription—Part 2◇

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 LIBRARY SUPPORT STAFF ELECTED ALA PRESIDENT: BROOKE PAIGE RECEIVES RECORD NUMBER OF VOTES

- Started as library page in high school
- Worked during community college LTA years part-time during academic year and summers
- Full-time position in local public library allowed Paige to take advantage of increased CE now available to all libraries to pursue advanced education
- Joined ALA through library support staff membership program which ALA made a permanent offering
- Increased respect from library colleagues working through career ladder, assuming leadership roles in library to LIS association
- Increase in staff development funding and pay equity initiative resulted in her ability to increase involvement in activities outside library, including ALA Council after successful terms on NMRT and LSSIRT boards

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

1. Better publicity, marketing about support staff opportunities and resources
2. Compensation:
 - a. library support staff in annual salary survey
 - b. standardization of job classifications and descriptions
 - c. career ladder
3. Education/experience—multiple paths to certification
4. Involvement/respect/getting to the table—library, local, regional, state, national
5. Association affiliation:
 - a. affordability for support staff (dues/registrations/etc.)
 - b. funding to participate
 - c. services provided
 - d. local, state, regional, national
 - e. ALA expand—make permanent library support staff membership initiatives
6. Spectrum-like initiative for attracting library support staff:
 - a. diversity of job skills also emphasized
 - b. diversity of library types—opportunities

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

ALA Membership

1. A permanent reduced ALA membership rate for support staff, ALCTS, RUSA, and others for ALL support staff, not just new members **(D,S)**
2. Expand, make permanent library support staff membership initiatives **(D,S)**

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

◇ Flip Chart Transcription—Part 2◇

3. Permanent ALA membership rates that are affordable for library support staff members

Recruitment

1. A concerted marketing campaign to recruit library support staff (part of the “Campaign for America’s Libraries”) **(D,S)**
2. ALA stimulating local, state, and national organizations regarding support staff inclusiveness by leading the way through dues, etc. **(D,S)**
3. Recruitment at the college level specifically for technical services library support staff **(D,S)**

General ALA Initiatives

1. Creation of a new ALA division for library support staff and other library workers
2. An LSSIRT seat on ALA/APA Council
3. A full voting member on the ALA membership committee for support staff representative **(D,S)**
4. ALA/APA accreditation of LTA programs
5. Library support staff interest group within ALCTS established and programs created **(D,S)**
6. More involvement of library support staff in service at association level—ALCTS committee assignments

Certification

1. ALA/APA certification of library support staff **(D,S)**
2. Structure on a formatted certification program at the national level for support staff; with a phase in program for experience workers have—maybe based on number years of experience **(D,S)**
3. 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.

Spectrum/Diversity

1. Spectrum-like initiative for attracting library support staff **(D,S)**
2. Creation of a “spectrum-like” scholarship program for library support staff **(D,S)**
3. A Spectrum initiative effort to recruit support staff **(D,S)**

Career

1. 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.
2. ALA develop standardized descriptions of support staff levels

Compensation

1. Including library support staff in ALA annual salary survey (3 people had this outcome listed) **(D,S)**

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

◇ Flip Chart Transcription—Part 2◇

2. Compensation guidelines for salary increases for library support staff **(D,S)**

Publicity/Marketing

1. Better publicity/marketing about support staff **(D,S)**