What skills and preparation will be needed for future public librarians? At the 2018 ALA Midwinter Meeting in Denver, the Seattle Public Library convened leaders from public libraries and LIS graduate programs to discuss the changing nature of public library services and the new and emerging skills, dispositions, and experiences necessary for success in public library work. This facilitated conversation will extend the 2018 conversation, bringing together perspectives from library practitioners, educators, and representatives from the Association’s committees on accreditation and education.

Outcomes
At the end of this dialogue, participants will have:

- begun to identify the skills needed to work in public libraries today and in the future
- begun to propose ideas for developing those skills
- identified ways that a continuum of participants – LIS graduate programs, public libraries, professional associations – can work together to ensure high quality recruitment, education, onboarding, and successful early career experiences for LIS graduates

Guidelines for Working Together

- Be explicit about own assumptions
- Seek to understand others’ perspectives
- Assume good intentions
- Explore alternative ways of looking at things
- Describe interests rather than take positions
- Focus on the future

1:30 p.m. Welcome and Review of Agenda
1:45 p.m. Part One: Skills Needed for New Professionals Entering Public Libraries

*What are the skills necessary for successful work in public libraries now and in the near future?*

In this discussion of skills, try to clarify:

- Urgent, timely skills; enduring professional skills/values; futures-oriented or anticipated skills
- Skills that can be developed; dispositions that can be nurtured

2:30 p.m. Break
2:45 p.m. Part Two: Developing Skills for the Current and Emerging Roles of Public Libraries

*How can we – LIS graduate programs, public libraries, library associations – contribute to the development of these necessary skills?*
In this discussion, try to envision the journey of the new professional through several developmental stages – the recruitment process to LIS education; education in the classroom or through course work; internships or practicums; faculty advising; participation in associations or professional networks; new workplace learning or training – and the places in which these skills can be developed or nurtured.

3:45 p.m.  Next Steps/Action Plan

What do participants in this dialogue commit to doing to advance the conversation and to develop the strongest LIS workforce?

4:00 p.m.  Adjournment