

Report/Action Requested: ALA Committee on Education ALA Annual Conference 2022

Committee Charge: To have responsibility for developing and recommending the association's policies related to the full spectrum of education for all library and information studies personnel. To assure that the association actively solicits from its members information about the condition, currency, relevance, and type of education necessary to improve current and future library and information services. This information will be shared with the ALA committee on accreditation, the ALA membership and its units, and allied professional organizations. To coordinate recommendations and policies concerning education promulgated by ALA divisions, round tables, and other units to eliminate conflict or unnecessary duplication and to work closely with these units through the education assembly. To maintain communication and rapport nationally and internationally, as appropriate, with other organizations concerned with library and information studies. To represent the association nationally and internationally to organizations and agencies outside the field of library and information studies that are concerned with professional education and staff preparation. To identify needed education initiatives in library and information studies and to help promote their accomplishments. To identify needed research concerning education for library and information studies and to help promote its accomplishment. To act as a clearinghouse of information on all aspects of education for library and information studies, for the profession and the public-at-large.

COE Committee Members:

Dr. LaVerne Gray (Chair), Mr. Victor Dominguez Baeza, Dr. Kim E. Becnel, Dr. Karen E. Downing, Mrs. Amy Dye-Reeves, Mrs. Sarah Rose Edwards Obenauf, Ms. Eboni M. Henry(Executive Board Liaison), Dr. Sandy Hirsh, Nina Martin, Stephanie S. Rodriguez

Dr. Walter Butler (ACRL Representative), Karen Iva Berry McCool, Jaime Gonzalez Vicker, Dr. Laura Saunders (Assoc for Lib & Inf Sci Edu Representative),

Staff Liaison:

Kimberly L. Redd (Staff Liaison)

Lorelle Swader (Primary Staff Liaison)

Action Requested by: LaVerne Gray, Committee on Education(COE) Chair

Contact: LaVerne Gray lgray01@syr.edu

Draft of Motion: Council to approve 2022 Revision of ALA Core Competencies of Librarianship.

<https://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/Draft%20-%20Core%20Competences%202022.pdf>

Summary:

The COE worked to finalize the revised ALA Core Competencies. Since the last report of 2021 we sought and received broad and targeted feedback via webinars, a linked feedback survey, and incorporated feedback into the final document. The committee met in October of 2021 after survey responses were collected and other feedback from public forums(webinars) were collected. Each competency was addressed by work groups that had primary responsibility of making changes. The work groups presented the changes to the committee members and the committee held discussions on the changes and voted to accept the changes. A second round of email for feedback was distributed to one-hundred and eleven ALA Divisions, Affiliates, Chapters, and Round Tables. Final committee discussion on feedback and approval of current draft was made June 2022. The members worked diligently on this important endeavor. A special thanks to Karen Downing(Former Chair & Committee Member), Karen McCool(Committee Associate), Lorelle Swader (Staff Liaison) and all of the committee members over the years that have helped to develop the competencies.

Timeline of Activities in Revision Process:

Committee Revision:

2017-2022: Committee work groups (2-3 members for each competency) revisions and discussions on each of the original core competences adjusting language, updating meaning, adding an additional competency (Social Justice), and voted on changes

Feedback and meeting with stakeholders (Round 1):

May-October 2022: Developed and implemented feedback survey to 111 ALA Divisions, Affiliates, Chapters, Round Tables, members through email communication (Spring, Summer, and Fall of 2021)

June-October 2022: Held five public forums in for feedback on the committee revised document with ALA Chapters, Committee on Accreditation, LIS Educators, and General membership

Second Revision:

October 2021-April 2022: The committee work groups reviewed feedback, made changes, and voted on changes

Second Round of feedback:

May-June 2022: Shared additional revisions with stakeholders (email communication to 111 ALA Divisions, Affiliates, Chapters, Round Tables, and membership)

June 2022: Committee discussion of feedback and final version

About the Competencies:

See: <https://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/education/Draft%20-%20ALA%20Core%20Competences%202021%20Update.pdf>

The ALA Core Competences (ALACCs) reflect basic knowledge gained through LIS education, job on-boarding, and ongoing professional development early in a library career. It is essential that library professionals working throughout their careers in school, academic, public, special, and governmental libraries be life-long learners to acquire specialized and advanced knowledge beyond those specified in this Core Competences document.

Throughout the ALACCs, there are words and phrases that we wish to clarify in this front-matter. We chose to use the phrase “library professionals” to be inclusive of anyone working in a position that requires an LIS degree in a library or information environment. This phrasing reflects the fact that these competences are in many ways specific to libraries, but can also be reflective of the work done by archivists, data scientists, information specialists, library/archival technicians, and others.

This is the first iteration of the ALACCs which intentionally incorporates the concepts of social justice, equity, diversity, and inclusion both throughout the competences and in a separate competence. Social justice in the library context includes the knowledge and skills necessary for library professionals to create and support library collections, services, personnel, facilities, and programs that foster equitable access to and participation of all people to use the library and its resources. Embedding social justice throughout the competences demonstrates that it is not a siloed activity, while having a separate social justice competence also recognizes that it contains unique attributes over and above the other competences. We refer to ALA’s already developed definitions for [equity, diversity and inclusion](#).

The ALACCs are specific to individual library professionals, whereas the [ALA Accreditation Standards](#) specifically address LIS schools and programs that confer masters degrees. Other standards that are related to the ALACCs and ALA Accreditation Standards include [IFLA Guidelines](#), [AASL Standards for Initial Preparation of School Librarians](#), and [other organizations’ knowledge and competency standards](#).

History:

History of the ALACCs ALA held the 1st Congress on Professional Education in April 1999 in Washington, DC, with a focus on initial preparation for the profession. The Congress concluded with a recommendation to the ALA Executive Board that ALA “Define the Scope, Content and Values of the Profession” through the following steps: 1) clarify the core values (credo) of the profession; 2) identify the core competencies for the profession; 3) describe the competencies of the generalist of the future; and 4) give particular attention to diversity, including multilingual, multiethnic and/or multicultural considerations, programs and services, and support for special needs and the underserved. A Core Competencies Task Force was created the same year and the first Draft Statement began circulating in 2000. In 2002, the Committee on Accreditation (COA) and the Committee on Education (COE) were tasked with forming a joint ad hoc task force to facilitate broad discussion of the draft document and preparation of a final document for consideration by the ALA Council. A Revised Draft Statement of Core Competencies was completed July 2005 with an introduction noting that the competencies are those “expected of a newly-graduated student from a program of library and information studies” that “reflect the knowledge and skills of a beginning generalist librarian”. COA had considerable feedback, and the Statement remained in a draft state undergoing revision for a number of years. LIS Education was a focus of both 2005-2006 ALA President Michael Gorman and 2006-2007 ALA President Leslie Burger resulting in the establishment of a new ad hoc Task Force on Library Education in 2006. This Task Force, chaired by Dr. Carla Hayden, was charged to: bring all stakeholders in library education together for a focused and defined period to create a series of actionable recommendations to ensure that library and information science education programs produce librarians who understand the core values of our profession and possess the core competences of the profession needed to work in today’s libraries. The Draft Core Competencies Document was transferred to the Library Education Task Force as part of the cumulative knowledge and as a starting point for their work.

Submitted by Dr. LaVerne Gray, Chair Committee on Education