

**ALA Executive Board
2013 Fall Meeting**

TOPIC: ALA and Accreditation – Background for Discussion

ACTION REQUESTED: Discussion

REQUESTED BY: Keith Michael Fiels, Executive Director
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DATE: October 3, 2013; updated April 4, 2014

BACKGROUND:

Members of the ALA Executive Board asked that time be set aside at their October 2013 meeting for a discussion on ALA accreditation of graduate programs in library and information studies. The ALA Executive Board discussed accreditation at their January 2014 meeting. Accreditation is again on the Board’s discussion agenda at the Spring 2014 meeting. This remains a timely discussion.

Librarians, and the institutions within which they work, are responding to significant, rapid and often disruptive change. LIS education is necessarily affected by those same changes, which affect the content of teaching and research, the demand for specialized graduate education, and the institutions of higher education within which graduate programs are embedded.

Background Information

1. ALA Accreditation

- a. ALA, through the ALA Committee on Accreditation – ALA’s authorized accrediting body – accredits master’s degree programs of Library and Information Studies in the U.S. and Canada, based on the *ALA Standards for Accreditation*, which are approved by the ALA Council.
 - i. COA’s Council-approved charge: *To be responsible for the execution of the accreditation program of ALA, and to develop and formulate standards of education for library and information studies for the approval of Council.*
 - ii. There are 12 members of COA, appointed through the customary process by the ALA appointing officer. COA must include 2 members of the public, who cannot be members of the profession or affiliated with the American Library Association. COA must include one Canadian representative. In making appointments, successive appointing officers seek to maintain balance between LIS program deans/directors, LIS program educators and LIS practitioners.

Public members of COA serve a two-year term and may be reappointed once.

Other members of COA serve a four-year term and may not be reappointed.

- b. ALA also participates in the accreditation of master's programs with a specialty in school librarianship, through membership and participation in the Council for Accreditation of Educator Preparation (CAEP) -- previously the National Council for the Accreditation of Teacher Education (NCATE)] -- using standards developed by the American Association of School Librarians (AASL), a division of the ALA, and approved by the AASL Board of Directors.
- c. Historically, ALA has focused on the formal education process in defining professional qualifications. Librarianship has not generally created a broad framework of certification and/or licensure, supported by mandatory continuing library education. *See Appendix 2: Accreditation -- Development Milestones and Appendix 3: ALA & Accreditation – A Q&A.*

2. ALA Standards for Accreditation

- a. [4/4/14] Current *Standards for Accreditation* were approved by the ALA Council January 22, 2008. *Draft revised Standards for Accreditation* (2014) are now posted for review on the Office for Accreditation portion of the website. Following further changes based on comments received by COA, the Draft Revised Standards for Accreditation will go to the ALA Council for consideration in 2015. Draft revisions are at:
<http://www.oa.ala.org/accreditation/>
- b. The 2008 *Standards for Accreditation* define “library and information studies” as “concerned with recordable information and knowledge and the services and technologies to facilitate their management and use.” The field of library and information studies “encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.”
- c. ALA accredits programs, not schools or colleges. The Standards require that the parent institution “be accredited by its appropriate institutional accrediting agency.”
- d. Current ALA standards “are indicative, not prescriptive, with the intent to foster excellence through the development of criteria for evaluating educational effectiveness....[T]he requirements for evaluation include assessments, not only of educational processes and resources, but also of the successful use of those processes and resources to achieve established objectives expressed as student learning outcomes. Further, institutions seeking accreditation...have an obligation to use the results of their evaluations for broad-based, continuous program planning, assessment, development, and improvement.” ...“The Committee on Accreditation determines the eligibility for accredited status of a program on the basis of evidence presented by a school and of the report of a visiting external review panel. The evidence supplied by the program in support of the *Standards* is evaluated against the statement of the school’s mission and its program goals and objectives.”

- e. Standards fall into 6 areas, each of which “represents an essential component of master’s degree programs in library and information studies.”
 - i. Mission, Goals, Objectives
 - ii. Curriculum
 - iii. Faculty
 - iv. Students
 - v. Administration and Financial Support
 - vi. Physical Resources and Facilities

ALA Standards for Accreditation, 2008 are on the COA portion of the website:

<http://www.ala.org/accreditedprograms/standards>

- f. Educational policy statements from various professional organizations, including ALA and its Divisions, provide guidance in the planning, development and evaluation of programs. Statements are available on the COA site:

<http://www.ala.org/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies>

3. ALA Standards for Accreditation – Current Revision Cycle

- a. In 2002, the ALA Committee on Accreditation began a 5-year process to revise the 1992 Standards for Accreditation. They noted that three factors lead to this revision cycle:
 - i. Expressions of concern from the field;
 - ii. A 2002 report from an ad hoc Standards Review Subcommittee, including assessments from external review panel members suggesting targets for revision; and,
 - iii. The “collective experience” of COA, particularly regarding “recurring points of confusion or failure of programs to address the standards in a satisfactory manner.”
- b. The 2008 Standards made it clear that the location of a program or the means of its delivery were simply one aspect of a total program; both face-to-face programs and distance programs would be evaluated in the same way.
- c. COA is currently completing its most recent five-year review cycle. Comments have been received both informally (<http://www.oa.ala.org/accreditation/>) and in formal comment from a variety of bodies.
 - i. In 2008, following approval of the 2008 *Standards for Accreditation*, a Presidential Task Force on Library Education was appointed, chaired by past-president and past-COA chair Dr. Carla D. Hayden. The final report from the Task Force [2008-2009 EBD# 12.30] asked that the following ten (10) recommendations be referred to COA for consideration and incorporation into the Standards:
 - 1. That the ALA adopt the Core Competences of Librarianship as redrafted by the Task Force. (At their Fall 2008 meeting, the ALA Executive Board recommended approval. At the 2009 ALA Midwinter Meeting, the ALA Council approved the Core Competences):

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

2. That the Association incorporate the Core Competences into the Standards.
 3. That the Standards be rewritten “using imperatives and in the active voice.”
 4. That the standards be “stated to be prescriptive, not indicative...”
 5. That the standards use the terms “program” and “school” with exactitude.
 6. “That it be made clear to programs seeking accreditation that the Association is not interested in prescribing a ‘core curriculum’...”
 7. “That ALA’s accreditation standards prescribe that a majority of the permanent full-time faculty teaching in the program are grounded in librarianship by virtue of their educational background, professional experience and/or record of research and publication.”
 8. “That ALA’s accreditation standards prescribe that the full-time faculty of ALA-accredited programs are sufficient in number and diversity of specialties to carry out the major share of teaching, research, and service activities required for accreditation.”
 9. That part-time and temporary faculty be appointed to “balance and complement” full-time faculty – not replace them.
 10. That the standards make it clear that the outcomes dictated by the standards “are achieved demonstrably....”
- ii. A side-by-side view of the 2008 Standards for Accreditation with the Standards as they might appear were the recommendations above all incorporated in the Standards has been available for comment on the COA section of the website: <http://www.la.ala.org/accreditation>.
- d. There was an opportunity for face-to-face feedback at the 2014 ALA Midwinter Meeting. There will be another such opportunity at the 2014 ALA Annual Conference.
 - e. A revision of the 2014 Standards for Accreditation that will go to the ALA Council (January, 2015) will be available early December, 2014.

4. Key Numbers

- a. ALA-accredited programs: 63 programs at 58 institutions [4/4/14]
 - i. There are 2 programs seeking initial accreditation.
 - ii. Of the 63 accredited programs, 5 currently have a “conditional” status: University of Missouri, University at Buffalo – State University of New York, Long Island University, Queens College – City University of New York, University of British Columbia. Since the Fall 2013 meeting of the ALA Executive Board, Valdosta State University has been removed from conditional status and is accredited; Southern Connecticut State University, previously in a conditional status, has been denied re-accreditation.

- iii. See Appendix 1 – List of Accredited Programs
- iv. There are 3 programs currently seeking initial accreditation: East Carolina University, Chicago State University and University of Southern California.
- b. ALA/AASL-NCATE accredited programs: See <http://www.ala.org/aasl/education/ncate/programs> -- Also Appendix 1 – List of Accredited Programs
- c. Number of graduates/last year for which statistics are available (as reported by ALISE): 2,212
- d. Number of LIS students/last year for which statistics are available (as reported by ALISE, fall 2012): 19,224
- e. According to a 2012 report from the ALA Office for Research: The Bureau of Labor Statistics projects a possible 7% increase in the number of librarian jobs from 2010 (156,100) to 2020 (166,900), which is slower than average for all occupations. In addition to the 10,800 new jobs, approximately 40,600 librarians will retire, resulting in 51,400 jobs due to growth and replacements. The *Occupational Outlook Handbook* adds, “There may be competition for librarian positions, but those with library science training may be able to use those skills in other settings.”^[i] In 2010, the majority of librarians worked in public and private educational institutions (60%) and local government (28%). The remaining 12% worked in corporations, not-for-profit agencies and the other government agencies.^[ii]

5. Accreditation – A Member Value

ALA members have historically placed high value on accreditation, defined in the 2009 survey of member value as “a program that provides assurance that graduate programs in library and information studies meet approved standards of quality.” In that survey, members ranked accreditation (at 4.45) second only to legislative advocacy (at 4.47) in importance. The score and ranking were unchanged from the 2004 survey. [The scale was 0-5, with 5 = the highest value.]

6. Changing Environment

Concern about the closing of graduate schools of library education mounted during the late 80s and early 90s. In June, 1991, Russell Shank, chair of the Special Committee on Library School Closings, reported to the ALA Executive Board. The report recommended an action program to “(a) recast the image of the functions of library and information science as vital to society in the information age; and (b) influence the direction of library and information science education in the modern age.” (*American Libraries*, September 1991, p728) The ALA Executive Board endorsed the recommendations and forwarded them to the ALA Standing Committee on Library Education (SCOLE) to develop

recommendations for action. Appendix 1 includes a list of previously-accredited LIS programs – as well as new programs officially seeking initial accreditation.

The environment within which graduate programs of library education exist has continued to change. Those changes have often been disruptive. In their *Trendswatch 2013: Back to the Future*, the American Alliance of Museums points to the “great unbundling” of academic credentials as a key trend. In their examination of this trend, they point to new ways of assembling curricula, of delivering education and of credentialing. Distance education has long been a factor in LIS education. Ongoing structural changes in education may be both disruptive to existing business models (within ALA, within institutions with LIS programs) and a source of new opportunities.

Attachments:

- 1 ALA and Accreditation: List of Accredited Programs [Information in this list was pulled from multiple sources on the websites of the ALA Committee on Accreditation, AASL and the iSchools Caucus. It was compiled to support the current discussion of the ALA Executive Board.]

The following two documents are background documents prepared to support work by both staff and members.

- 2 ALA Accreditation: A Chronology
- 3 ALA & Accreditation: A Q&A

This is the final report to the ALA Executive Board specifically focused on implementation of recommendations from the various Congresses on Professional Education.

- 4 Congress of Professional Education – I/II/III – Annual Conference 2006 Update

^[i] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2012-13 Edition, Librarians, Retrieved from <http://www.bls.gov/ooh/education-training-and-library/librarians.htm>

^[ii] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2012-13. Librarians Work Environment. Retrieved November 15, 2012 from <http://www.bls.gov/ooh/Education-Training-and-Library/Librarians.htm#tab-3>

State, Territory, Province	Institution	School	Program	Degree	Next Review	iSchool Caucus	Distance Option	Accredited Since
Alabama	University of Alabama	College of Communications and Information Sciences	School of Library & Information Studies	Master of Library and Information Studies	2016	N	Y	1972/73-
Arizona	University of Arizona	College of Social and Behavioral Sciences	School of Information Resources & Library Science	Master of Arts in Information Resources and Library Science	2019	N	Y	1982/73-
California	University of California, Los Angeles	Graduate School of Education & Information Studies	Department of Library Studies	Master of Library and Information Studies	2018	Y	N	1960/61-
	San Jose State University	Applied Science and Arts	School of Library and Information Science	Master of Library and Information Science	2014	N	Y	1967/68-1932/33-2/1987;
Colorado	University of Denver	Morgridge College of Education	Library and Information Science Program	Master of Library and Information Science	2018	N	N	2003/04-
District of Columbia	Catholic University of America	School of Library and Information Science		Master of Science in Library Science	2016	N	Y- Limited	1946/47-
Florida	Florida State University	College of Communication & Information	School of Library and Information Studies	Master of Science; Master of Arts	2019	Y	Y	1951/52-
	University of South Florida	College of Arts and Sciences	School of Information Department of Information Studies	Master of Arts in Library and Information Science	2016	N	Y	1973/74
Georgia	Valdosta State University			Master of Library and Information Science	2020	N	Y	2006/07-
Hawaii	University of Hawaii	College of Natural Sciences	Library and Information Science Program	Master of Library and Information Science	2015	N	Y-Limited	1965/66-1936/37-2/1957;
Illinois	Dominican University (formerly Rosary College)		Graduate School of Library and Information Science	Master of Library and Information Science	2015	N	Y-Limited	1960/61-
	University of Illinois, Urbana-Champaign		Graduate School of Library and Information Science	Master of Science	2018	Y	Y	1924/25-
Indiana	University of Indiana	School of Informatics and Computing	Information and Library Science	Science; Master of Information Science	2019	Y	Y	1951/52-
Iowa	University of Iowa	Graduate College	School of Library and Information Science	Master of Arts in Library and Information Science	2016	N	N	1969/70-

Kansas	Emporia State University		School of Library and Information Management	Master of Library Science	2015	N	Y	1931/31-2/1958; 1964/65-
Kentucky	University of Kentucky	Communications and Information Studies	School of Library and Information Science	Master of Science in Library Science; Master of Arts	2018	Y	Y	1940/41-
Louisiana	Louisiana State University		School of Library & Information Science	Master of Library and Information Science	2019	N	Y	1932/33-
Maryland	University of Maryland	College of Information Studies		Master of Library Science	2020	Y	Y	1965/66-
Massachusetts	Simmons College		Graduate School of Library and Information Science	Master of Science	2017	N	Y-Limited	1924/25-
Michigan	University of Michigan		School of Information	Master of Science in Information	2017	Y	N	1926/27-
	Wayne State University		School of Library and Information Science	Master of Library and Information Science	2016	N	Y	1965/66-
Minnesota	St. Catherine University (previously College of St. Catherine)	School of Business and Leadership, Education, and LIS	MLIS Program/Information Management Department	Master of Library and Information Science	2017	N	N	1929/30-2/1959; 2009/10-
Mississippi	University of Southern Mississippi	College of Education and Psychology	School of Library and Information Science	Master of Library and Information Science	2019	N	Y	1978/79-
Missouri	University of Missouri, Columbia <C>	College of Education	Information Science and Learning Technologies	Master of Arts in Library Science	2015	Y	Y	1967/68-
New Jersey	Rutgers, the State University of New Jersey	School of Communication and Information	Department of Library and Information Science	Master of Library and Information Science	2018	Y	Y	1954/55-1930/31-2/1959;
New York	University at Albany, State University of New York	College of Computing and Information	Department of Information Studies	Master of Science in Information Science	2017	N	Y-Limited	1965/66-
	University at Buffalo, State University of New York <C>	Graduate School of Education	Library and Information Studies	Master of Library Science	2015	N	Y	1970/71-
	Long Island University <C>	College of Education, Information and Technology	Palmer School of Library and Information Science	Master of Science in Library and Information Science	2015	N	Y-Limited	1969/70-
	Pratt Institute		School of Information and Library Science	Master of Science in Library and Information Science	2015	N	N	1924/25-

	Queens College, City University of New York <C>		Graduate School of Library and Information Studies	Master of Library Science Master of Science in	2014	N	Y-Limited	1968/69-
	St. John's University	College of Liberal Arts & Sciences	Division of Library and Information Science	Library and Information Science Master of Science in	2018	N	Y-Limited	1974/54-
	Syracuse University		School of Information Studies	Library and Information Science	2015	Y	Y	1928/29-
North Carolina	North Carolina Central University		School of Library and Information Sciences	Master of Library Science Master of Science in	2016	N	Y	1973/74-
	University of North Carolina at Chapel Hill		School of Information and Library Science	of Science in Information Science	2014	Y	Y-Limited	1932/33-
	University of North Carolina at Greensboro	School of Education	Department of Library and Information Studies	Master of Library and Information Studies	2018	N	Y-Limited	1980/81-
Ohio	Kent State University		School of Library and Information Science	Master of Library and Information Science	2018	N	Y	1961/62-
Oklahoma	University of Oklahoma	College of Arts and Sciences	School of Library and Information Studies	Master of Library and Information Studies	2014	N	Y	1930/31-
Pennsylvania	Clarion University of Pennsylvania	College of Education and Human Services	Department of Library Science	Master of Science in Library Science Master of Science	2017	N	Y	1974/75-
	Drexel University		College of Information Science and Technology	(Library and Information Science)	2017	Y	Y	1924/25-
	University of Pittsburgh	School of Information Sciences	Library and Information Science Program	Master of Library and Information Science	2020	Y	Y	1962/63-
Puerto Rico	University of Puerto Rico		Information Sciences and Technologies	Master of Information Science	2015	N	Y	1988/89-
Rhode Island	University of Rhode Island	Arts and Sciences	Graduate School of Library and Information Studies	Master of Library and Information Studies	2017	N	Y-Limited	1969/70-
South Carolina	University of South Carolina	Mass Communications and Information Studies	Library and Information Science	Master of Library and Information Science	2016	N	Y	1972/73-
Tennessee	University of Tennessee	College of Communication and Information	School of Information Sciences	Master of Science	2016	Y	Y	1972/73-
Texas	University of North Texas	College of Information	Department of Library and Information Sciences	Master of Science	2020	Y	Y	1965/66-

	University of Texas at Austin		School of Information	Master of Science in Information Studies	2014	Y	N	1951/52-
	Texas Woman's University		School of Library and Information Studies	Master of Library Science; Master of Arts in Library Science	2017	N	Y	1936/37-
Washington	University of Washington		The Information School	Master of Library and Information Science	2020	Y	Y	1924/25-
Wisconsin	University of Wisconsin-Madison	College of Letters and Sciences	Library and Information Studies	Master of Arts in Library and Information Studies	2014	Y	Y	1924/25-
	University of Wisconsin-Milwaukee		School of Information Studies	Master of Library and Information Science	2017	Y	Y	1974/75-
Alberta	University of Alberta		School of Library and Information Studies	Master of Library and Information Studies	2020	N	Y-Limited	1968/69-
British Columbia	University of British Columbia <C>		School of Library, Archival & Information Studies	Master of Library and Information Studies	2016	Y	Y-Limited	1961/62-
Nova Scotia	Dalhousie University		School of Information Management	Master of Library and Information Studies	2019	N	Y-Limited	1970/71-
Ontario	University of Ottawa		School of Information Studies	Master of Information Studies	2020	N	N	2013-
	University of Toronto		Faculty of Information Graduate Programs in Library and Information Science	Master of Information Science	2017	Y	Y-Limited	1935/36-
	University of Western Ontario	Faculty of Information and Media Studies	School of Information Studies	Master of Library and Information Science	2018	N	Y-Limited	1967/68-
Quebec	McGill University		School of Information Studies	Master of Library and Information Studies	2016	N	N	1927/28-
	Université de Montréal	Ecole de bibliothéconomie et des sciences de l'information	Ecole de bibliothéconomie et des sciences de l'information	Maitrise en sciences de l'information	2014	N	Y-Limited	1967/68-

NOTE 1:**LIS Programs Currently Seeking Initial Accreditation**

Chicago State University [Visit scheduled Spring 2016]

East Carolina University [Visit scheduled Fall 2014]

University of Southern California [Precandidacy; visit is not yet scheduled]

NOTE 2:**Changes Since October 2013**

Southern Connecticut State University did not receive continuing accreditation.

Valdosta State University [GA] was removed from Conditional status; their next review date is 2020.

University of British Columbia received Conditional re-accreditation; their next review date is 2016.

University of Ottawa received Initial Accreditation; their next review date is 2020.
University of Washington was re-accredited; their next review date is 2020.

NOTE 3:**LIS Programs Previously on the ALA Accredited List**

Alabama Agricultural and Mechanical University (program discontinued 1981)	1973/74-1982
Atlanta University (see Clark Atlanta)	1941/42-6/1988
Ball State University (program discontinued 8/1985)	1978/79-2/1987
Brigham Young University (program discontinued 8/1993)	1978/79-2/1987
Carnegie Institute of Technology (program discontinued 1962)	1924/25-1930
Carnegie Library of Atlanta (transferred to Emory University, 1930)	1924/25-1930
Case Western Reserve University (program discontinued 1986)	1924/25-12/1987
College of William and Mary (program discontinued 1948)	1936/37-1949
Columbia University (program discontinued 6/1992)	1925/26-12/1993
Emory University (program discontinued 8/1988)	1928/29-2/1990
Hampton institute (program discontinued 1939)	1926/27-1940
Marywood College	1944/45-1/1956
New Jersey College for Women (program discontinued 1952)	1927/28-1953
North Carolina College for Women (program discontinued 1933)	1929/30-1934
Northern Illinois University (program discontinued 5/1994)	1967/68-5/1994
Our Lady of the Lake College	1941/42-1/1957
Peabody College for Teachers (merged with Vanderbilt University, 1979; program discontinued 8/1988)	1930/31-1/1990
St. Louis Library School (program discontinued 1932)	1924/25-1933
Southern Connecticut State University (accreditation denied, 2013)	1970/71-2013
State University of New York, Geneseo (program discontinued 8/1983)	1944/45-2.1959; 1966/67-2/2985
University of California, Berkeley	1924/25-5/1994
University of Chicago (program discontinued 1990)	1932/33-12/1991
University of Minnesota (program discontinued 6/1985)	1933/34-12/1986
University of Mississippi (program discontinued 12/1984)	Summer 1979-6/1986
University of Oregon (program discontinued 8/1978)	1966/67-1/1980
Vanderbilt University (program discontinued 8/1988)	1974/75-2/1990
Western Michigan University (program discontinued 1983)	1946/47-12/1984

NOTE 4:**CAEP-AASL Nationally Recognized Programs with a Specialization in School Librarianship (CAEP- ALA/AASL) -- Previously NCATE**

Graduate programs with a specialization in School Librarianship in Schools of Education accredited by CAEP are approved under *ALA/AASL Standards for Initial Preparation of School Librarians (2010)* and recognized in ALA policy as an appropriate initial degree for school librarians. The Standard was approved by NCATE in 2010.

	School/Program	Degree Recognized by ALA/AASL
Arkansas	Arkansas Tech University Master of Education	Master of Education in Instructional Technology
	Southern Arkansas University School of Education	M. Ed. Library Media and information Technologies

	University of Central Arkansas	Department of Teaching, Learning, and Technology	M. Ed. Library Media and information Technologies
Colorado	University of Colorado, Denver	Library Media Program	M.A. in Information and Learning Technologies
District of Columbia	Catholic University of America	School of Library and Information Science	MLS, School Library Media Specialist
Delaware	University of Delaware	School of Education	School Library Media Specialist certification through the Delaware Department of Education
Florida	Nova Southeastern University	The Fischler School	M.S. in Education with Educational Media specialization
Georgia	Georgia College and State University	John H. Lounsbury College of Education	M. Ed. In Library Media Specialist
	Valdosta State University	College of Education. Department of Curriculum, Leadership and Technology	M.Ed. In Library/Media Technology
Illinois	Northern Illinois University	College of Education. Department of Educational Technology, Research and Assessment	M.S. Ed. In Instructional Technology with Library Information Specialist Certificate or School Library Media Endorsement
	Olivet Nazarene University	School of Graduate and Continuing Studies	M.A. in Education, Library Information Specialist
Kentucky	Western Kentucky University	School of Teacher Education	Master of Science in Library Media Education
Maryland	McDaniel College	Graduate Program in School Library Media	M.S. in School Library Media
	Notre Dame of Maryland University	School of Education	Master of Arts: Leadership in Teaching: Library Media Specialist
	Towson University	College of Education	M.S. in Information Technology, School Library Media Concentration
Massachusetts	University of Maryland, College Park	College of Information Studies	Master's of Library Science - School Library Media Specialization
	Salem State University	School of Education	Master of Education in Library Media Studies
Missouri	University of Central Missouri	Department of Educational Leadership and Human Development. Library Science and Information Services	M.S. School Library Media
Nebraska	University of Nebraska at Kearney	College of Education	MSED in Instructional Technology with a concentration in School Library
	University of Nebraska at Omaha	College of Education	M.S. with School Library Media Endorsement
New Jersey	Rowan University	College of Education	M.A., School Library Media Specialist
North Carolina	William Paterson University	Educational Media Specialist, College of Education	M. Ed. In Education with School Library Media Specialist Endorsement
	East Carolina University	Department of Library Science	MLS, Media Coordinator K-12
	North Carolina Central University	School Media Coordinator Certification, School of Library and Information Sciences	Master of Library Science

	University of North Carolina at Greensboro	Department of Library and Information Studies	Master of Library and Information Studies M.Ed. With Library and Information Technologies Concentration
North Dakota	Valley City State University	School of Education and Graduate Studies	M.Ed. In Library/Media
Ohio	Wright State University	College of Education and Human Services	
Oklahoma	Northeastern State University	College of Education	M.S.Ed., Library Media & Information Technology M.S. in Teaching, Learning, and Leadership, School Library Media Specialist emphasis
	Oklahoma State University	College of Education	Certificate, PreK-12 School Library Media Specialist; M.Ed. In Instructional Media Education - library information option
	University of Central Oklahoma	College of Education, Department of Advanced Professional Services	
Pennsylvania	Kutztown University of Pennsylvania	Department of Library Science and Instructional Technology	Master of Library Science M.Ed. In School Library and Information Technologies
Rhode Island	Mansfield University University of Rhode Island	School of Library and Information Technologies Graduate School of Library and Information Studies	Master of Library and Information Science
Tennessee	Trevecca Nazarene University		Master of Library and Information Science Master of Library Science with School Library Media Specialist Certification
Texas	Sam Houston State University	College of Education	
Virginia	Longwood University Old Dominion University	Department of Education and Special Education Darden College of Education	M.S. Ed. With School Library Media concentration M. Ed. School Librarianship M.A. in Elementary or Secondary Education with School Library Media as an area of emphasis
West Virginia	Marshall University	College of Education	

NOTE 5: Members of the iSchools Caucus Not on the ALA-Accredited LIS List

	School of Information Systems and Management
Carnegie Mellon University	
Charles Stuart University	School of Information Studies
Georgia Institute of Technology	College of Computing
	Berlin School of Library and Information Science
Humboldt University of Berlin	
	Department of Telecommunication, Information Studies, and Media
Michigan State University	

Nanjing University	Department of Information Management
Northumbria University	
NOVA University of Lisbon	School of Statistics and Information Management
Open University of Catalonia	Information and Communication Science Studies
Pennsylvania State University	College of Information Sciences and Technology
Polytechnic University of Valencia	School of Informatics
Seoul National University	School of Convergence Science and Technology
Singapore Management University	School of Information Systems
Sungkyunkwan University [Seoul]	Library and Information Science Department
Télécom Bretagne	Department of Logic Uses, Social Sciences and Information
University College Dublin	School of Information and Library Studies
University College London	Department of Information Studies
University College: Oslo and Akershus	Department of Archivistics, Library and Information Science
University of Amsterdam	Graduate School of Humanities. Archives and Information Studies
University of Boras	The Swedish School of Library, Archival and Information Studies
University of British Columbia	School of Library, Archival and Information Studies
University of California, Irvine	The Donald Bren School of Information and Computer Sciences
University of Copenhagen	Royal School of Library and Information Science

University of Glasgow	Humanities Advanced Technology and Information Institute
University of Maryland, Baltimore County	Department of information Systems
University of Melbourne	Melbourne School of Information
University of Porto	Faculty of Engineering in cooperation with the Faculty of Arts
University of Sheffield	Information School
University of Siegen	Institute for Media Research
University of South Australia	School of Computer and Information Science
University of Strathclyde	Department of Computer and Information Science
University of Tampere	School of Information Sciences
University of Tsukuba	Graduate School of Library, Information and Media Studies
Wuhan University	School of Information Management

"The iSchool organization was founded in 2005 by a collective of Information Schools dedicated to advancing the information field in the 21st Century. These schools, colleges, and departments have been newly created or are evolving from programs formerly focused on specific tracks such as information technology, library science, informatics, and information science. While each individual iSchool has its own strengths and specializations, together they share a fundamental interest in the relationships between information, people, and technology...." on ischools.org/about/ dated 4/4/14.

NOTE 6: Information in this report was pulled from various documents on the ala.org websites of the ALA Office for Accreditation and American Association of School Librarians and from the website of the iSchools Caucus.

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ALA ACCREDITATION : A CHRONOLOGY

- **1883** -- The Committee on Library Schools was appointed to consider current projects and proposals for the education of librarians; their last report was at the 1900 Annual Conference.
- **1887** – The nation’s first library school – at Columbia University – opened, with Melvil Dewey as its director.
- **1900** – Formation of the Committee on Library Training was authorized.
- **1905** – ALA recommended 2-3 years of college as a prerequisite to library education.
- **1911** – The ALA Round Table of Library Instructors was established
- **1915** – The Association of American Library Schools was formed. This became ALISE in 1983.
- **1923** – The Committee on Library Training recommended that ALA appoint a body to review library training agencies and define standards for evaluating or accrediting them. The Temporary Library Training Board was appointed. That year, the Carnegie Corporation published *Training for Library Service*, by Dr. Charles C. Williamson.
- **1924** -- The TLTB recommended establishment of a **Board of Education for Librarianship**, to study the needs of the field, promote the development of library education and develop (for ALA Council approval) minimum standards for library schools.
- **1925** – ALA Council approved minimum standards for five types of schools: junior undergraduate, senior undergraduate, graduate, advanced graduate, and summer schools.
- **1933** – ALA Council approved a revision of the minimum standards, defining three types of library schools: Type I (requiring a BA for admission), Type II (requiring 3 years of college for admission) and Type III (requiring 2 years of college for admission).
- **1939** – ALA Council, at the Midwinter Meeting, approved the ALA Code of Professional Ethics. *Note:* Revisions to the Code of Professional Ethics were approved by ALA Council 6/30/81, 6/28/95 and 1/22/2008.
- **1951** – BEL recommended and ALA Council approved new *Standards for Accreditation*, incorporating the basic premise that the professional program should encompass a minimum of five years of study beyond secondary school and should lead to a master’s degree. At the same time, *Standards for Undergraduate Training* were approved.
- **1955** – BEL was replaced by the ALA Committee on Accreditation
- **1962** – The ALA Commission on a National Plan for Library Education was appointed, to reassess needs and make recommendations “for the selection, education, and utilization of professional personnel.” By the mid-60s, the ALA Office for Education was established, to coordinate ALA activities related to library education.
- **1972** – ALA issued new *Standards for Accreditation*: “the statement of requirements and recommendations emphasizes qualitative rather than quantitative considerations,” “the Standards lend themselves to some variation in interpretation...[and] are indicative but not prescriptive.” Self-study, as an instrument for accreditation decisions, first appeared in the 1972 standards.
- **1984** – The Association of Library and Information Studies Education (ALISE), with an H.W. Wilson grant, convened a conference of 17 library-related organizations, including ALA, to discuss whether the accreditation process could be broadened to provide for governance and operation through a collaborative, mutually-supported mechanism. COA announced receipt of a U.S. Dept. of Education grant to explore implementation of a collaborative accreditation structure.
- **1986** – *Accreditation, A Way Ahead* was issued. The recommendations were not implemented.
- **1987** – The AASL Board of Directors voted to ask ALA to join the National Council for the Accreditation of Teacher Education, as a specialized accreditor focusing on graduate programs, within schools of education, with a specialty in school library media.
- **1988** – ALA Council approved policy 54.2.2, recognizing a master’s degree with a specialty in school library media as “the appropriate first professional degree for school library media specialists.” (*Policy B.9.2 – previously 54.2*)
- **1991** – The Special Committee on Library [School] Closings recommended that the ALA Executive Board “initiate an action program that will (a) recast the image of the functions of

- library and information science as vital to society in the information age; and (b) influence the direction of library and information science education in the modern age.”
- **1992** – ALA issued new *Standards for Accreditation*. “...The requirements of these Standards apply regardless of forms or locations of delivery of a program.”
 - **1999** – ALA convened the 1st Congress on Professional Education, April 1999 in Washington DC, focused on initial preparation for librarianship.
 - **1999** -- ALA Council amended policy 54.2 to recognize a master’s degree from a program “accredited or recognized by the appropriate national body in another country
 - **1999** – Effective 9/1/1999, responsibility for coordination of the ALA/NCATE process was assigned to the ALA Office for Accreditation. Responsibility for development of standards for education of school librarians within programs of teacher education was retained by AASL.
 - **2000** – ALA convened the 2nd Congress on Professional Education, November 2000 in Chicago, with a focus on continuing professional development.
 - **2002** – The Final Report of the External Accreditation Task Force (resulting from the 1st Congress on Professional Education) was presented to the ALA Executive Board. Its recommendations were not adopted.
 - **2002** – Revisions to the Library Education and Personnel Utilization policy (1970) were approved by ALA Council at the 2002 Midwinter Meeting. This was a recommendation of the 2nd Congress on Professional Education.
 - **2003** – ALA COA issued revised *Accreditation Process Policies & Procedures*.
 - **2003** – ALA convened the 3rd Congress on Professional Education, May 2003 at the College of DuPage in Glen Ellyn [IL], with a focus on support staff issues.
 - **2003** -- NCATE approved revised ALA/AASL standards for master’s programs with specialization in school library media.
 - **2004** – ALA Council approved policy B.1.1. (previously 40.1), Core Values of Librarianship; development and approval of such a statement was a recommendation of the 1st Congress on Professional Education.
 - **2008** – ALA Council approved Standards for Accreditation of Master’s Programs in Library and Information Studies at the ALA Midwinter Meeting (1/22/2008). Note: Previous versions of the Standards were approved in 1992, 1972, 1951, 1933 and 1925.
 - **2008** – The ALA President’s Task Force on Library Education was appointed.
 - **2009** – The Final Report of the ALA President’s Task Force on Library Education was received by the ALA Executive Board.
 - **2009** – At the Midwinter Meeting (1/27/2009), ALA Council approved the Core Competences of Librarianship. It is a policy of the Association: B.1.3 (previously 40.3). Identification of the “core competencies of the profession” was a recommendation of the 1st Congress on Professional Education.
 - **2010** – ALA/AASL Standards for Initial Preparation of School Librarians (2010) supersede the ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation (2003).

ALA & ACCREDITATION: A Q&A

Q1: What is Accreditation?

A1: Accreditation is a voluntary system of quality control in higher education, based on nongovernmental, external, peer evaluation of educational institutions and programs. Its purposes are (a) to ensure that education by the program or institution meets appropriate levels of quality and integrity, based on criteria adopted by the accrediting body, and (b) through the review process, to improve the quality of education.

Accreditation is both a process and a condition. The process entails the assessment of educational quality and the continued enhancement of educational operations through the development and validation of standards. The condition provides a credential to the public at large indicating that an institution and/or program have accepted and are fulfilling their commitment to educational quality.

Q2: What does accreditation involve?

A2: Accreditation involves the establishment of standards, self-study by the accredited institution or program, peer review, on-site evaluation by a team selected by the accrediting body, action or judgment by the accreditation agency, publication of the name of institutions and/or programs accredited, monitoring and reevaluation.

Q3: Who can accredit?

A3: In the U.S., unlike some countries, accreditation is accomplished through private, non-profit organizations. These non-profit accrediting bodies fall, roughly, into three groups: (1) regional accrediting bodies which review entire institutions, (2) national accrediting organizations which also review entire institutions – often single purpose institutions (e.g. business colleges), and (3) specialized accrediting organizations which review programs within institutions (and sometimes single-purpose institutions). ALA falls into the 3rd group.

Q4: Who ensures the quality of accrediting bodies?

A4: Two organizations “recognize” the accrediting bodies: the U.S. Department of Education and the Council for Higher Education Accreditation -- a private, non-profit organization, with a membership of approximately 3,000 colleges and universities and 60 participating national, regional and specialized accrediting organizations.

ALA is recognized by CHEA and is listed in their directory at:

<http://www.chea.org/Directories/special.asp#library>

CHEA defines “recognition” as “the scrutiny and certification of the quality of regional, national, and specialized accrediting organizations.” To achieve recognition, the accrediting organization undergoes a review of their qualifications and activities, against the standard set by the review body.

Q5: For what period of time are accrediting organizations recognized?

A5: USDE recognizes organizations for a maximum of five years. CHEA recognizes organizations for a maximum of ten years, with a five-year interim report – and reserves the right to review an accrediting organization any time significant changes are made in that organization’s accrediting procedures or when there are documented concerns. ALA recognition was reaffirmed in May 2013.

Q6: Why isn’t ALA recognized by the U.S. Department of Education?

A6: Prior to 1994, ALA was recognized by the U.S. Department of Education. In 1992, as part of the Higher Education Act Amendments of 1992, the requirements for USDE recognition changed to require that, as a condition for being recognized by the Secretary of Education, the accreditation must “serve the purpose of enabling the institutions or programs it accredits to establish eligibility to participate in Federal programs administered by either the Department or other Federal agencies.”*

With this change in regulation, the National Advisory Committee on Institutional Quality and Integrity (NACIQI), USDE, found that the ALA criteria for accreditation went beyond the scope of USDE recognition, given that ALA already required that institutions in which a program resides be accredited by a regional commission, that by their own criteria act as gatekeepers for federal programs, e.g. Federal Student Financial Aid. ALA concurred with the NACIQI and voluntarily withdrew from U.S. Department of Education recognition. This change in the scope of USDE recognition affected a number of organizations that had previously been recognized by USDE.

*Letter to the Director of Accreditation and Committee on Accreditation from the Chair, National Advisory Committee on Institutional Quality and Integrity, U.S. Department of Education, July 20, 1994.

Q7: When was CHEA established?

A7: Nongovernmental coordination of specialized accreditation has existed for over 60 years. The National Commission on Accreditation (founded 1949) was the first national organization to develop criteria for and recognize accreditation agencies. In 1974, the Council on Postsecondary Accreditation (COPA) was formed by the merger of the National Commission on Accreditation and a federation of regional accrediting commissions. COPA’s Committee on Recognition recognized, coordinated and reviewed the work of member accrediting bodies. COPA dissolved in 1993 and a new entity – the Commission on Recognition of Postsecondary Accreditation (CORPA) – was established on a temporary basis to continue the work of COPA until a new national organization could be established. That body – the Council on Higher Education Accreditation – was established in 1996, at which point CORPA dissolved. For additional information on CHEA, see <http://www.chea.org>

Q8: What is the ALA accreditation process?

A8: Standards for Accreditation are approved by the ALA Council, most recently in 2008. The accreditation body established by ALA is the ALA Committee on Accreditation. Its charge is “*to be responsible for the execution of the accreditation program of ALA and to develop and formulate standards of education for library and information studies for the approval of Council.*” Within the framework of the Standards approved by Council, the Committee on Accreditation functions as an independent accreditation body. COA procedural documents are accessible at:
<http://www.ala.org/accreditedprograms/standards>

Q9: How many ALA-accredited programs currently exist?

A9: Currently (effective 1 September 2013) ALA accredits 63 programs at 58 institutions in the U.S., Canada and Puerto Rico. For a complete list of ALA-accredited programs, see:
<http://www.ala.org/accreditedprograms/directory>

Q10: How else is ALA involved in the accreditation process?

A10: In 1988, on recommendation of the American Association of School Librarians, the ALA Council voted to join the National Council for Accreditation of Teacher Education (NCATE) as a specialized accreditation organization. NCATE is a coalition of 33 member organizations, bringing together teachers, teacher education content specialists (including ALA/AASL), and local and state policy makers. In 2013, NCATE and a competing organization – TEAC, the Teacher Education Accreditation Council -- merged to form the Council for Accreditation of Educator Preparation (CAEP). July 1, 2013, marked the de facto consolidation.
<http://caepnet.org/>

Q11: How does ALA participate in CAEP?

A11: ALA participates in NCATE – now CAEP -- in several ways. (1) The American Association of School Librarians develops standards for the review of graduate programs with a specialization in school library media within schools of education. These standards are adopted by the AASL Board of Directors, under authority delegated by the ALA Council. For a list of graduate programs for the education of school library media specialists reviewed under the AASL standards, see: <http://www.ala.org/aasl/education/ncate>

(2) ALA members serve as program reviewers, using the AASL-approved standards and receiving procedural training through the ALA Office for Accreditation.

(3) On nomination by AASL and approval by the ALA Executive Board, ALA members are appointed to various CAEP committees and boards.

Q12: Does ALA participate in other accreditation-related organizations?

A12: ALA, through the Office for Accreditation, participates in the Association of Specialized and Professional Accreditors (ASPA). ASPA provides continuing education in accreditation practices and helps in establishment of “best practices.” See <http://www.aspa-usa.org/content/code-good-practice>

Q13: Where can I find additional information?

A13: Additional information is available on the following web sites:

ALA – <http://www.ala.org/offices/accreditation>

CHEA – www.chea.org

USDE – www.ed.gov/print/admins/finaid/accred/accreditation.html

ASPA – www.aspa-usa.org

CAEP – <http://caepnet.org/>

Q14: What is the relationship between accreditation and national or international ranking of programs, schools or institutions – for example, the *U.S. News and World Report* ranking of graduate LIS education programs?

A14: Publications and groups that seek to rank programs, school or institutions may use accreditation (by the recognized accrediting body in that field) as one of several criteria for ranking. In the case of LIS, the *U.S. News and World Report* list uses ALA accreditation as one criteria. Note that accreditation itself does not result in ranking.

Ranking is not an accepted activity for an accrediting body. Neither the membership of ASPA nor CHEA include ranking among accepted practices for accrediting bodies

Q15: What is the relationship between accreditation, certification and licensure?

A15: Certification attests to the possession by an individual of a specified body of knowledge and/or skills. Certification can occur at entry level, as part of career development, or as recognition of career achievement.

A school or educational program – in ALA’s case programs (not schools) in Library and Information Studies – are accredited to deliver a particular education program.

Both certification and licensure attest to an individual’s possession of a specified set of knowledge and skills; however, licensure is mandatory and governmental. Both accreditation and certification are voluntary. Some professions, e.g. medicine, use all three forms of credentialing: accreditation, certification and licensure. LIS has generally used only accreditation. There are examples within LIS of certification-like programs, e.g. the Medical Library Association’s Academy of Health Science Professionals.

Q16 Does ALA also offer certification programs?

A16 In 2002, ALA leaders established an allied Section 501(c)(6) organization – the ALA Allied Professional Association, incorporated in the State of Illinois – to enable the provision of certification programs. The IRS considers certification to be a proper activity for a Section 501(c)(6) professional organization, not a Section 501(c)(3) educational organization. ALA-APA currently provides two certification programs: the Certified Public Library Administrator program and the Library Support Staff Certification.

Q17 Who sets the standards for ALA certification programs?

A17 ALA and ALA Divisions establish standards for professional practice in a variety of specializations. These standards for professional practice, which may legitimately be set by the 501(c)(3) organization, form the basis for certification programs established by ALA-APA, a 501(c)(6).

Last Update: 9/16/2013 mg

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
1.1 Clarify the Core Values (Credo) of the Profession	<p>CVTF1 was dismissed with thanks following debate on the Draft Statement of Core Values. CVTF2 was appointed in response to the Council debate and actions. CVTF2 reported to Council (Annual Conference 2001), recommending a process for generating discussion of values within the field. Discussion tools were created and facilitators trained at the 2002 Midwinter Meeting and 2002 Annual Conference. <u>At the 2003 Annual Conference, Council voted:</u> "That Council thanks the members of the Core Values Task Force 2 (CVTF2) for their work. That the Core Values Task Force 2 presents a concise statement for review and approval by Council at the 2004 Annual Conference." At the 2004 Midwinter Meeting, CVTF2 held a "values discussion" with members of the ALA Council and other interested attendees. At AC04 the CVTF2 presented its final report and recommendations (2003-2004 CD#7.2). The Core Values were adopted by the ALA Council at AC2004. Effective with the 2005-2006 ALA Handbook of Organization, the approved statement of core values has been added to the ALA policy manual - policy 40.1</p>	Implemented
1.2, 1.3 Identify the core competencies for the profession; describe the competencies of the generalist of the future	<p>The Final Report of the Core Competencies TF was presented to the ALA Executive Board in 2002 (Spring; Annual Conference). The Draft Statement of Core Competencies was referred to the COA and COE to facilitate discussion, develop a final version, and move forward at the 2003 Annual Conference. COE Chair Lorna Peterson met with the COA at their Fall 2003 meeting. COE and COA agreed on a process to facilitate discussion, with a document for consideration in 2005. [see also 2003-2004 CD#35.2 ALA COE 2004 Annual Report] Management is working with a consultant, per the COA/COE recommendation, to develop background/discussion materials. Based on delays in the project and the need to integrate the work with the 2005-2006 presidential task force, the calendar was modified. COA reviewed the draft Statement of Core Competencies in their Fall 2005 meeting. COE reviewed the draft in early 2006.</p>	<p>Both COA and COE have not reviewed the edited draft of the statement of core competencies. Based on COE and COA comments, a revised draft will be prepared and a discussion guide developed. COA Chair: Tom Leonhardt Staff Liaison: Karen O'Brien COE Chair: Lorie Roy Staff Liaison: Lorelle Swader, HRDR</p>

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
<p>2.1, 2.2 Recommendations 2.1, 2.2 -- Explore the possibility of an independent board for Accreditation; Determine whether ALA is accrediting programs for librarians only or also for other information professionals, including specializations</p>	<p>The Final Report of the External Accreditation Task Force was presented to the ALA Executive Board at the 2002 Midwinter Meeting. Management was asked to present recommendations for next steps at the 2002 Spring Board Meeting. Management recommended informal reinstitution of discussions with ALISE as an initial step.</p>	<p>No current activity.</p>
<p>2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10 Examine the process for accreditation as applied in other professions to determine and apply "best practices"; clarify and strengthen the process for cyclical review of the Standards for Accrediation; Promote knowledge and understanding of the accreditation process, specifically that it is outcomes-based and is critical to the profession; strengthen the mechanism(s) which exist for involvement of the profession in the accreditation process; strengthen the rigor of the accreditation process, including training for site visitors; ensure that core competencies and Standards are met by each accredited program; find ways to provide relevant consumer information about the review of programs to potential students, employers and other stakeholders</p>	<p>COPE 1 recommendations were referred to COA for action. (1) ALA/COA review practices were revised to require more extensive and explicit communication with programs being reviewed.(2) Accreditation practices in other fields were reviewed. (3) All COA procedural documentation was revised and edited for clarity and consistency and to reflect " best practices." (4) The training for site visitors was revised. (5) Recruitment of site visitors was increased. (6) COA members and OA staff have increased outreach efforts. (7) The Accreditation website has been substantially expanded. (8) The final process revision -- the appeal process -- was approved by the ALA Executive Board at the 2003 Midwinter Meeting. (9) External Review Panel training was revised and specific training for ERP chairs was offered at the 2003 Midwinter Meeting. A revised, consolidated process document has been published.</p>	<p>Implemented</p>
<p>2.5 Clarify and "mainstream" the criteria and management of the ALA/NCATE process for school librarians who choose that route</p>	<p>Effective 9/1/1999, responsibility for coordination of the ALA/NCATE process was assigned to the ALA Office for Accreditation; .5FTE additional staff was added to OA to support that process. ALA/AASL retained responsibility for development of standards for education of school library media specialists; new standards, developed and approved by AASL, were approved by the NCATE Board in Fall 2002. ALA/OA and ALA/AASL work cooperatively to recruit and train folio reviewers. ALA is represented at NCATE meetings, as appropriate, by members, by OA staff or by J. Walker (AASL) and M. Ghikas (ALA).</p>	<p>Implemented</p>
<p>2.11 Explore ways to expand access to graduate professional education</p>	<p>The ALA Executive Board believed that this recommendation could most effectively be addressed by ALISE.</p>	<p>ALISE consideration ongoing.</p>

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
3.1 Develop a coordinated approach to post-MLIS certification/credentialing	<p>The ALA Executive Board referred this recommendation to the ALA COE, which was already considering the issue. COE developed and reported on broad guidelines for certification. A "pilot" program -- the PLA/LAMA/ASCLA CPLA program -- was already being developed. At the 2001 Annual Conference, Council approved establishment of an allied professional association [501(c)6] to enable certification in post-masters specializations. A business plan for the ALA-Allied Professional Association operations was approved by the ALA-APA Board of Directors. The "standard for professional practice" which will form a basis for the initial certification program -- the Certified Public Library Administrator -- was approved by the ASCLA/LAMA/PLA Boards. The ALA-APA CPLA Certification Board and the ALA-APA Certification Committee appointments have been made and both committees met for the 1st time at the 2005 Midwinter Meeting. The ALA-APA Certification Review Committee presented process recommendations to the ALA-APA Council (2004-2005 APACD# 10) for action.</p>	<p>The initial steps to implement the Certified Public Library Administrator program have been taken. Course provider applications have been received. The first applications from librarians seeking certification have been received. ALA- APA CPC Chair: <i>Christine Hage</i> CPLA CRC Chair: <i>Eva Poole</i> Staff Liaison: <i>Jenifer Grady</i></p>
3.2 Explore establishing a [independent] center for continuing education and professional development	See Congress II -- Recommendation 1	See Congress II - Recommendation 1
3.3 Focus conference programs as continuing education/professional development opportunities	<p>A structured, "tracked" conference program was implemented at the 2001 Annual Conference, with subsequent continued development. A representative member task force coordinates programming at each annual conference (subcommittee to the ALA Conference Committee). Additional focused content (e.g. the "auditorium series," the closing session, and juried vendor programs) have been introduced. ALA Conference Committee continues to exercise general oversight and to recommend enhancements.</p>	Implemented.
3.4, 3.5 Encourage stratification of trained personnel; clarify roles of personnel who work in libraries	<p>The Library Career Ladders TF focused on revision to the Library Education and Personnel Utilization policy (1970), working with the HRDR Advisory Committee. The revised policy was approved by ALA Council at the 2002 Midwinter Meeting.</p>	<p>Policy 54.1; Current Reference File: <i>ALA Library and Information Studies Education and Human Resource Utilization: A Statement of Policy (2001-2002 CD#3). Adopted.</i></p>

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
3.6 Determine how to recognize foreign credentials	On recommendation of the COE, ALA Council amended policy 54.2 as follows: "The master's degree from a program accredited by the American Library Association (<u>or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country</u>) is the appropriate professional degree for librarians." Employers (or individual professionals) requesting assessment of credentials are referred to an appropriate assessment agency by HRDR.	Policy 54.2 <u>amended</u>
4.1 Market librarianship as the 21st century profession; Recommendation 5.6 -- Develop strategies to address shortages in the field (see also Recommendation 4.2)	The @YourLibrary Campaign focused in 2002-2003 on the "Campaign for America's Librarians." The 2001-2002 ALA presidential focus included recruitment and featured a recruitment teleconference. ACRL completed a recruitment video, which is available on the ACRL website. The Recruitment Assembly (HRDR Advisory Committee) was reactivated and conducted recruitment training at the 2003 Annual Conference. The Recruitment Assembly, working through HRDR, announced development of an expanded recruitment section on the ALA website.	See www.ala.org/ala/hrdr for an expansive array of resources of library careers and library employment opportunities, for both librarians and library support staff.
4.2 Address the need to improve salaries	The Better Salaries TF, a 2002-2003 presidential task force (appointed in 2001-2002) developed an extensive web site and Toolkit. Targeted advocacy training was provided at the 2002 Annual Conference, with additional training planned in 2003. Advocacy for better salaries, pay equity, comparable worth and other status-related issues (the "mutual professional interests of library workers") was incorporated into the broadened focus on the 501(c)6 entity established in 2002 -- the ALA-APA. The ALA-APA Council adopted Bylaws at the 2003 Midwinter Meeting. Under those Bylaws, the ALA-APA Board of Directors has established an ALA-APA Salaries and Status committee (standing); the committee held its first meeting at the 2004 Midwinter Meeting. The ALA-APA Salaries and Status Committee screened a new video supporting better salaries advocacy at the 2004 Annual Conference. Video sales are ongoing through the ALA-APA.	Ongoing

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
<p>4.3, 4.4, 4.5</p> <p>Develop a problem-based research agenda for the profession for the next five years; fund research important to the profession; disseminate (in appropriate ways) the findings and conclusions from research and their implications for professional practice</p>	<p>The ALA Executive Board referred these recommendations to the ALA Committee on Research and Statistics. (4.3) CORS submitted a proposal to IMLS (2/2000) which was not funded. Further action was postponed pending publication of the Spring 2003 issue of <i>Library Trends</i>, focusing on research. (4.4) The \$25,000 ALA Research Grant was established in the FY01 budget and awarded for the first time in January 2001. The grant was suspended in FY02 for budgetary reasons; funding remains uncertain. (4.5) A report listing the many ways ALA disseminates research was compiled and is available on the web site. OFD provides an annual Diversity Research grant.</p>	<p>Ongoing</p>
<p>5.1</p> <p>Create a structure for continuing dialogue between library and information studies educators and practitioners to continue work begun at this Congress.</p>	<p>ALISE, in cooperation with ALA, provides an opportunity for educator/practitioner discussion at the end of each ALISE annual conference/beginning of each ALA Midwinter Meeting. Educator-practitioner dialog was the 2003 ALISE Annual Conference theme. A plenary session focused on the application of research to practice.</p>	<p>The 2005-2006 presidential task force and ALA President Michael Gorman are holding a forum on library education at the 2006 Midwinter Meeting, to engage both educators and practitioners on issues in library education.</p>
<p>5.2, 5.3, 5.5</p> <p>Create partnerships between library and information studies educators and alumni and between educators and employers; foster partnerships between graduate programs and alumni to engage alumni in mentoring and sharing expertise, donating time as well as money; encourage a coordinated approach to methods for learning in library and information studies</p>	<p>The ALA Executive Board agreed that this recommendation might be most effectively addressed by ALISE, with continuing communication with and cooperation from ALA.</p>	
<p>5.4</p> <p>Develop mechanism(s) to provide mentoring throughout one's career (including pre-graduate degree)</p>	<p>The ALA Executive Board referred this recommendation to COE, to investigate, coordinate with other ALA units and other associations, and develop further recommendations and/or operational practices. ACRL has a mentoring initiative. ASCLA has a mentoring initiative. This topic remains on the COE agenda. COE requested that this recommendation be redirected to HRDR Advisory Committee, because of its focus on career development.</p>	<p>At the 2005 Midwinter Meeting the ALA Executive Board referred this recommendation to the HRDR Advisory Committee. HRDR Advisory has already added an opportunity for individuals to mentor through its new Recruitment website. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader</p>

CONGRESS I: INITIAL PREPARATION FOR THE PROFESSION -- April 1999 -- Washington DC

NUMBER RECOMMENDATION(S)	ACTION(S) TAKEN	NEXT STEP(S)
5.7 Create a document that identifies responsibilities of educators and responsibilities of employers.	Responsibilities of educators and employers was discussed at the 2nd Congress on (Continuing) Professional Education.	
5.8 Authorize preparation and publication of the papers and proceedings of the Congress on Professional Education.	Documents remain accessible on the ALA web site.	
5.9 Convene a meeting of the partner associations, represented by their presidents and executive directors, to discuss how to move forward with these recommendations and the conversations begun around professional education.	ALA regular convenes a "partner association" meeting at each Midwinter Meeting and Annual Conference. Education-related issues have been discussed. No more formal or targeted meeting has been convened.	Congress II -- Recommendation 4d called for the "IFLA partners" to collaborate in development of a formal (ie clearly-articulated, documented, scheduled) mechanism for working together in the area of continuing education, and invite other library-based associations to participate in the collaborative process so-designed. TBD
6.1 (also 1.4, 2.12, 3.7, 4.6, 5.10) Address diversity considerations -- multilingual, multiethnic, multicultural -- in order to recruit, educate and place students from diverse populations as professional librarians to ensure programs and services and support for special needs and the underserved.	The ALA Executive Board referred this recommendation to the Council Committee on Minority Concerns & Cultural Diversity (now the Council Committee on Diversity) to investigate, coordinate with other ALA units and other associations, and develop further recommendations and/or operational practices. CCMC/CD held a special meeting prior to the 2000 Midwinter Meeting. ALA established an Office for Diversity.	Ongoing. Both the ALA-developed Spectrum program and the Knowledge River Project at the University of Arizona (IMLS funding) provide useful models.

CONGRESS II: CONTINUING PROFESSIONAL DEVELOPMENT -- November 2000 -- Chicago

NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>1 Plan and implement a web-based, digital "clearinghouse" for continuing professional development, across all LIS specializations, allowing for participation by multiple providers, linking to competency statements</p>	<p>This recommendation was referred to Management to develop an implementation plan for the FY03. Specific sub-recommendations were referred to the ALA Committee on Education. The ALA MPS Team incorporated this into its 2003 goals and is working with a member task force including the ALA Committee on Education, ALA Web Advisory Committee, HRDR Advisory Committee, LITA and CLENERT. The ALA staff team leaders -- and liaisons to the member task force -- are Lorelle Swader (HRDR), Sherri Vanyek (ITTS) and Mary Taylor (LITA) An interim report from the CE Clearinghouse TF went to the ALA Executive Board at the 2003 Midwinter Meeting (EBD#10.1) TThe CE Clearinghouse (website) as previewed at the 2004 Midwinter Meeting. Based on feedback, modifications to made to the site and to the controlled vocabulary.</p>	<p>The 1st phase (ALA/Division CE) of the CE Clearinghouse was implemented in Fall 2004. The clearinghouse will be updated and expanded during 2006-2007.</p>
<p>2 Charge the ALA Committee on Research (& other LIS organizations) to undertake a variety of studies aimed at assessing current levels of investment in continuing professional development, documenting the organizational and economic impacts of such development, defining more effective ways to articulate problems arising in practice & move research into practice, and convene a "think tank" of leaders to "advance innovative and entrepreneurial thinking and action on professional development for librarians and other information professionals."</p>	<p>The ALA Executive Board referred Recommendation 2 (with specific recommendations a-d) to the ALA Committee on Research and Statistics. The ALA Office for Research and HRDR gathered relevant data. The Committee on Research & Statistics (CORS) reported to the ALA Executive Board at the 2003 Midwinter Meeting (EBD#10.0). The Committee on Research and Statistics (CORS) reported to the ALA Executive Board at the 2003 Annual Conference (EBD #10.4). The ALA Executive Board confirmed CORS' recommendation of a continued relationship between ALISE/COE/CORS, and voted to approve CORS' recommendation to move the "think tank" recommendation from COPE II to COE for further study.</p>	<p>The "think tank" recommendation has been added to the COE agenda. COE Chair: Loriene Roy Staff Liaison: Lorelle Swader</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>3 Explore the implications of and strategies for integrating the functions of a 501c6 organization -- including but not limited to certification -- with the development of competencies and continuing professional development programs.</p>	<p>The ALA Executive Board referred to the ALA Committee on Education the specific recommendation to incorporate various "competency" statements into the web-based "clearinghouse" or continuing professional development site. (See Congress II -- Recommendation 1) ALA-APA Bylaws were approved by the ALA-APA Council at the 2003 Midwinter Meeting. The Business Plan was approved by the ALA-APA Board of Directors. The ALA-APA has been incorporated in the State of Illinois. Other establishment steps are underway. The 1st ALA-APA Director (Jenifer Grady) began at the end of 2003. The ALA-APA received tax exempt status -- 501(c)(6) -- from the U.S. Internal Revenue Service early in 2004. The ALA-APA expects to implement the initial certification program (Certified Public Library Administrator) beginning in FY2005. Other certification programs are being discussed by the competency-setting groups within ALA.</p>	<p>Implemented; ongoing</p>
<p>4 Establish a "venue and mechanism for sustained communication and collaboration related to continuing professional development," including ALA units, other associations, education providers and other stakeholders -- specifically including an assessment of the need for an ALA standing committee and the role of CLENERT.</p>	<p>The ALA Executive Board referred coordination within the ALA structure to the ALA Committee on Education for recommendation of the "best mechanism," with a report from COE at the 2003 Midwinter Meeting. Followig discussion with COO in 2002, the COE is focusing on more intense development of the role of the Education Assembly.</p>	<p>Ongoing</p>
<p>5 Establish an ALA Office for Continuing Professional Development, responsible for the "creation, delivery and assessment of traditional, technology-enhanced and distance learning courses and programs."</p>	<p>The ALA Executive Board referred this recommendation to Management for additional analysis of organizational impact, relationship to other offices, potential structure and financial support, with follow-up recommendations to come forward with the FY2004-FY2005 strategic plans and budgets. Updating the ALA Executive Board on the CE Business Plan (Spring 2004), Management recommended that HRDR play a facilitative role in continuing education.</p>	<p>Internal planning ongoing. HRDR is currently reviewing options for granting ALA CEUs for continuing education. Staff Liaison: Mary W. Ghikas</p>

CONGRESS III: SUPPORT STAFF ISSUES -- May 17-18, 2003, College of DuPage, Glen Ellyn, IL

NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
1.1.1	Conduct a needs assessment that will allow ALA to survey library support staff regarding their interest in the Association and the ways in which the Association can meet their needs.	The ALA 2010 strategic planning process, beginning in 2003-2004, will include both questionnaires and focus groups. Support staff will be included in those surveyed and in focus groups. At the 2003 Fall Meeting, the ALA Executive Board approved a recommendation to ensure substantive inclusion of library support staff in ALA 2010 focus groups. LSSIRT participated in the ALA2010 strategic planning process.
1.1.2	Create, foster, and preserve an environment within ALA for support staff that is a model for state and local library associations.	COPE3 Steering Committee Chair Julie Huiskamp distributed a letter to divisions and other ALA groups prior to the 2003 Annual Conference, urging the use of "inclusive" language. ALA PIO developed a revised "template" for press release language. At the 2003 Fall Meeting, the ALA Executive Board approved a recommendation to ask ALA President Carla Hayden to reinforce the use of inclusive language during her presidential year. Based on discussion at the Spring 2005 meeting of the ALA Executive Board (EBD#12.58), the draft statement was revised.
1.1.3	Foster ways to ensure the appointment of support staff members to ALA and division committees, task forces, and work groups by their presidents.	At the 2003 Fall meeting, the ALA Executive Board approved a recommendation to (a) ask LSSIRT to take an active role in making recommendations, (b) ask LSSIRT (in consultation with the Executive Board and staff liaisons) to develop a recommendation, for referral to COO, of committees and/or assemblies on which a designated LSSIRT liaison or representative would be appropriate, and (c) stress, as part of leadership orientation, the importance of all types of diversity -- including library role -- in appointments and nominations. LSSIRT began consideration of COPE3 recommendations at the 2004 Midwinter Meeting.
1.1.4	Identify a process that allows research agendas on support staff issues to be forwarded within the Association and to outside groups, including MLS and doctoral programs, as appropriate.	CORS has been actively reviewing various issues related to research agendas. At the 2003 Fall meeting, the ALA Executive Board approved a recommendation to refer to LSSIRT/CORS/COO to develop a recommendation for Council action to add an LSSIRT representative to the ALA Research and Statistics Assembly.
		At the 2005 Annual Conference, the ALA Council adopted CD#49, ALA Policy on Inclusiveness and Mutual Respect."
		LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. LSSIRT president-elects continue to work with the ALA president-elect in supplying support staff names for inclusion in the appointment process. Several members of the LSSIRT are also petition candidates for Council. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader
		LSSIRT is working with CORS to appoint someone to the ALA Research and Statistics Assembly. Programming on statistics is also underway for the 2005 "Conference Within A Conference" for Support Staff. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>1.1.5 Foster an awareness within ALA of the need for programming which is geared toward support staff issues (compensation, training, career ladders, etc.) and interest.</p>	<p><u>LSSIRT is represented on the ALA Education Assembly.</u> At the Fall 2003 meeting, the ALA Executive Board asked that the COPE III implementation report be distributed to ALA committees, divisions, round tables and other groups creating programming within ALA. The first "conference-within-a-conference" was presented at the 2005 ALA Annual Conference.</p>	<p>The Empowerment Conference-within-a-Conference is being held for a 2nd time at the 2006 ALA Annual Conference in New Orleans. Staff Liaisons: Deidre Ross and Lorelle Swader</p>
<p>1.2.1, 1.2.2 ALA should undertake an economic study of the feasibility of a dues structure that would allow substantial support staff participation in ALA. Following completion of this study, ALA should market membership options, including joint membership opportunities, widely to library support staff.</p>	<p>An ALCTS/RUSA/LSSIRT joint recruitment effort is in the 3rd year of a 3-year trial. A support staff position was added to the ALA Membership Committee. At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the ALA Membership Committee, with a report back, including a possible promotional strategy, at the 2004 Annual Conference. A joint LSSIRAT/Membership Committee Task Force has been formed and will meet electronically prior to the 2004 Midwinter Meeting. At the 2004 Midwinter Meeting, the ALA Membership Committee recommended a special support staff membership category/dues rate to the ALA Council. On Council's approval, the new membership category was placed on the Spring 2004 ballot and was approved by the ALA Membership. The new membership category/dues rate will be effective September 1, 2004.</p>	<p>The special dues rate for library support staff was implemented 1 September 2004.</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>1.3.1 ALA and LSSIRT should undertake a joint effort to increase awareness of library support staff issues within regional, state and local associations and, at the same time, market the benefits of association membership to library support staff.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and to the ALA Chapter Relations Committee, to set up a joint meeting for the purpose of sharing information and developing a plan to increase awareness. LSSIRT and the ALA Chapter Relations Committee considered this recommendation at the 2004 Midwinter Meeting.</p>	<p>LSSIRT and Chapter Relations Committee are discussing. LSSIRT has also begun discussions to establish an "affiliate" network of state/regional support staff groups. LSSIRT also maintains a National Directory of Paraprofessional Organizations on its website. Members of the HRDR Advisory Committee are also assisting with this directory. Chapter Relations Chair: Ling Hwey Jeng Staff Liaison: Michael Dowling LSSIRT President: Susan Knoche HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader</p>
<p>1.4.1 LSSIRT should create a timeline and tactical plan for movement from an ALA roundtable to an ALA division.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT.</p>	<p>At their 2004 Midwinter Meeting, members of the LSSIRT Steering Committee discussed the issue and decided to table this recommendation for future consideration after the round table has a larger membership and becomes more financially stable. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader</p>
<p>1.4.2 LSSIRT should appoint a taskforce to monitor the progress on implementation of the recommendations from COPE 3 and to create an LSSIRT action agenda based on the work of the COPE3 delegates.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board asked Management to provide a regular update on implementation progress, and to distribute that report to LSSIRT and solicit LSSIRT feedback and concerns.</p>	<p>LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader</p>
<p>1.5.1 ALA should ensure the wide-spread publication of COPE 3 recommendations and outcomes and consider subsequent COPE events focused on library support staff issues.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board, by copy of the implementation report, requested ALA Public Information Office, <i>American Libraries</i> and others disseminating information to ALA members and the public to be alert to opportunities to highlight the work of all library staff and progress on the implementation of COPE 3 recommendations.</p>	<p>LSSIRT has established a link to the COPE3 Reports on their website. LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>2.1.1 ALA's career recruitment efforts should include all library workers and not be aimed only at MLS librarians.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred to LSSIRT/HRDR Advisory/COO a recommendation that an LSSIRT representative be added to the ALA Recruitment Assembly; that has been done.</p>	<p>The HRDR Advisory Committee, working with the ALA Recruitment Assembly, is developing a new Recruitment Website that will focus on Career and Education opportunities for "all" library workers. A demo of the website was available during the 2005 Midwinter Meeting. Additionally, the Library Support Staff Resource Center is now housed on the ALA website. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader</p>
<p>2.1.1 An ALA or LSSIRT website recruitment effort should be aimed at raising awareness of employment opportunities at all levels in libraries and include "The Face of American's Libraries," a catalog pictorial of library workers in all types of libraries.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to HRDR Advisory and LSSIRT, for joint action.</p>	<p>The HRDR Advisory Committee working with the ALA Recruitment Assembly, is developing a new Recruitment Website that will focus on Career and Education opportunities for "all" library workers. A demo of the website was available during the 2005 Midwinter Meeting. HRDR Advisory Chair: Olivia Madison Staff Liaison: Lorelle Swader</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS	
2.2.1, 2.3.1, 2.4.1	<p>ALA should appoint a taskforce to establish a career ladder for support staff that is supplemental to ALA's Library and Information Studies Education and Human Resource Utilization policy statement. This support staff career ladder (lattice) should consider: standardized job titles, staff training and development standards, certification levels, competencies, compensation. The support staff career ladder taskforce should include job descriptions and classifications in its work and consider developing of mission-based job descriptions for library support staff and librarians for use as models. The support staff career ladder taskforce should include formulas for recommended pay scales for library support staff in its work.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, HRDR Advisory and ALA-APA, to (a) review 2001-2002 CD#3 for possible amendments or enhancements, (b) prepare any revision to policy 54.1 for Council consideration by the <u>2005 Midwinter Meeting in Boston.</u> Consideration of this recommendation began at the 2004 Midwinter Meeting.</p>	<p>This document is currently being reviewed by the HRDR Advisory Committee. HRDR Advisory Chair: Julie Brewer LSSIRT President: Olivia Madison Staff Liaison: Lorelle Swader</p>
2.2.2	<p>ALA and its divisions should consider stronger programming in human resources development for libraries with an emphasis on new models for classification, job description, pay for responsibility and performance, and other pertinent areas.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to ALA program groups (ALA divisions, ALA round tables), with encouragement to includes issues and concerns relevant to library support staff.</p>	<p>Ongoing</p>
2.4.2	<p>ALA should commit to including support staff salaries in its annual Salary Survey by 2004.</p>	<p>Management recommended two surveys. At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to CORS, with a report back at the 2004 annual meeting in Orlando. The recommendation was considered by CORS at the 2004 Midwinter Meeting.</p>	<p>The 2004 ALA-APA Salary Survey: Librarians includes a section aimed at determining the most consistent terminology. Based on this preliminary work, ALA-APA will develop a 2nd salary survey -- Library Support Staff -- in 2005. CORS Chair: Daniel O'Connor Staff Liaison: Denise Davis ALA-APA Liaison: Jenifer Grady</p>

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NUMBER	RECOMMENDATIONS	ACTIONS	NEXT STEPS
3.1.1	ALA, in cooperation with LSSIRT and other appropriate stakeholders, should study the feasibility of developing a voluntary national support staff certification program administered by the ALA-APA. Successful state models should be studied and access, practicality, and quality should be included in the considerations.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, with a request that they assume a leadership role in investigating the feasibility of certification, in cooperation with appropriate divisions. LSSIRT began consideration of various COPE3 recommendations at the 2004 Midwinter Meeting.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. A web-based survey related to national certification for library support staff was conducted in Fall 2004. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i>
3.2.1	ALA should move forward with acceptance of the 1998 revision of <i>Criteria to Prepare Library Technical Assistants</i> and establish a process that will allow the evaluation and revision of these criteria at regular intervals.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the COE, with a request that they review and update the <i>Criteria to Prepare Library Technical Assistants</i> , for consideration by the ALA Council at the 2004 Annual Conference in Orlando, and that COE establish a process and schedule for the maintenance of these criteria. COE considered this recommendation at the 2004 Midwinter Meeting. The <i>Criteria to Prepare Library Technical Assistants (2003-2004 CD#35.3)</i> was presented and approved at AC04.	The <i>Criteria to Prepare Library Technical Assistants</i> was approved by the ALA Council, Annual Conference 2004. Processes for regular review and update of the criteria remain on the COE agenda.
3.2.2	If a support staff certification program is established through ALA-APA, ALA should study the feasibility of establishing a process for the approval or endorsement of continuing education programs for library support staff.	At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and ALA-APA.	LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. The ALA-APA Board of Directors has established a standing committee on certification to guide development of future ALA-APA certification programs. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i> <i>ALA-APA Certification Chair: TBA</i> <i>ALA-APA Liaison: Jenifer Grady</i>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>3.3.1 The support staff career ladder task force (see 2.1.1) should include in its work the establishment of competencies for library support staff. These competencies should relate to program accreditation, library support staff certification, and approval of library support staff development activities.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to the ALA Divisions, with a request that they develop statements of competencies for library support staff in various specializations (e.g. copy cataloging, acquisitions, technology, human resources), in cooperation with LSSIRT; they also referred this recommendation to COE and LSSIRT, with a request that they develop a statement of competencies for the entry-level, "generalist" library support staff member, with an initial report at the 2005 Annual Conference in Chicago.</p>	<p>COE has appointed a sub-committee to examine this issue. COE Chair: Lorie Roy LSSIRT President: Susan Knoche Staff Liaison: Lorelle Swader</p>
<p>4.1.1 Formal education programs at all levels (LTA/AA, BA/BS, MLS) should be accessible and able to meet the needs of full-time library workers.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, HRDR Advisory, ALA COE. COE asked that this recommendation be redirected to HRDR Advisory Committee as it more appropriately belongs in the area of training and development.</p>	<p>At the 2005 Midwinter Meeting, the ALA Executive Board, at the request of COE, referred this recommendation to the HRDR Advisory Committee. The HRDR Advisory Committee is currently drafting an ALA statement to encourage employers to allow staff to attend LTA programs with tuition assistance, flexible schedules, etc. This report will be presented to the ALA Executive Board at Annual Conference. LSSIRT President: Susan Knoche HRDR Advisory Chair: Olivia Madison COE Chair: Lorie Roy Staff Liaison: Lorelle Swader</p>
<p>4.1.2 ALA, LSSIRT and other appropriate groups should promote and support more regional and local training opportunities for library support staff. These opportunities should focus on specific work areas such as technical seminars for on-line products, readers' assistance, and circulation.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT. The first "conference-within-a-conference" focused on issues relevant to support staff was held in conjunction with the 2005 ALA Annual Conference.</p>	<p>A "Conference-Within-A-Conference" will be held in conjunction with the 2006 ALA Annual Conference. The planning committee represents both LSSIRT and CLENERT, as well as COLT.</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>4.1.3 Scholarships, fellowships, and other opportunities should be established for library workers who are continuing their formal education and attending continuing professional development activities.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT. ACRL offered ten scholarships specifically for library support staff to attend their 2005 National Conference in Minneapolis.</p>	<p>ALCTS announced the establishment of a Support Staff Grant underwritten by Sage Publications for support staff to attend Annual Conference. ALCTS President: Rosann Bazirjian Staff Liaison: Charles Wilt</p>
<p>4.1.4, 4.2.1 ALA should create and maintain a web-based database of educational programs for library workers inclusive of program offerings, distance options, and program costs. ALA should create and maintain a web-based continuing education clearinghouse.</p>	<p>This recommendation was initially made by ALA COE and then by COPE 2. The CE Clearinghouse was demonstrated at the 2004 Midwinter Meeting and is expected to be generally available late in 2004. The Continuing Education Clearinghouse (COPE 2) will include an interactive form enabling ALA and affiliate groups to add continuing education offerings to the Clearinghouse.</p>	<p>See Congress II, Recommendation 1</p>
<p>4.2.2 ALA should develop guidelines for libraries and parent institutions that include recommended budget expenditures for staff development, funding sources, and ideas for cooperative staff development offerings.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to HRDR Advisory Committee and ALA-APA for further consideration, with a report back to the ALA Executive Board at the 2005 Midwinter Meeting in Boston. This recommendation was also referred to HRDR, LAMA and PIO, to promote the value of training and development for all library workers.</p>	<p>The HRDR Advisory Committee is currently drafting an ALA statement on training budgets, funding sources, and cooperative staff development HRDR Advisory Cte. Chair: Olivia Madison Staff Liaison: Lorelle Swader</p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>4.2.3 Networks and consortia for continuing professional development for library workers should be established and funding support should be sought from appropriate sources.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and ASCLA, to explore ways of encouraging opportunities for support staff development, with a report to the ALA Executive Board by the 2005 Midwinter Meeting in Boston. LSSIRT and ASCLA discussed this recommendation at their 2004 meetings. A task force from ASCLA and LSSIRT was appointed to continue the discussion; the Task Force chair is Jerry Krois, Wyoming State Library. A report, with recommendations, was presented to the ALA Executive Board at the 2005 Midwinter Meeting. At the Spring 2005 meeting of the ALA Executive Board, management reported on implementation of these recommendations (EBD#12.51).</p>	<p>One recommendation was to make broadly applicable e-courses (e.g. Element K) broadly available to ALA members, as such courses would be particularly attractive to support staff. ALA has reached an agreement, through SEFLIN, to do that. The ALA e-learning site opened in January 2006. <i>ASCLA President: Diane Paque</i> <i>ASCLA Executive Director: Cathleen Bourdon</i></p>
<p>5.1.1, 5.2.2 ALA and LSSIRT should take a leadership role in developing resources, including best practices, that exemplify ways in which library workers have established mutually respectful work environments. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and HRDR Advisory to develop a suitable mechanism for sharing "best practices," with a report to the ALA Executive Board at the 2005 Midwinter Meeting in Boston.</p>	<p><i>HRDR Advisory Chair: Julie Brewer</i> <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i></p>
<p>5.1.2, 5.2.2, 6.1.1 ALA and LSSIRT should develop a statement on respect for all library workers. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged. ALA's public relations and marketing campaigns should be designed to promote inclusiveness within the Association.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT and HRDR Advisory for joint development of a draft statement, for review by other ALA groups at the 2005 Midwinter Meeting in Boston, and for consideration by the ALA Council at the 2005 Annual Conference in Chicago. LSSIRT and HRDR Advisory Committee considered this recommendation at the 2004 Midwinter Meeting. The ALA Public Information Office has developed an internal practice related to inclusive language.</p>	<p>Ongoing.</p>
<p>5.2.1, 5.2.2 Open dialog between all library workers should be modeled in ALA. Continued programming and publicity to promote inclusiveness of all library workers should be encouraged.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT for further development, with a recommendation to the ALA Executive Board at the 2005 Midwinter Meeting in Boston.</p>	<p>LSSIRT has appointed a special task force to consider all referred COPE3 recommendations. <i>LSSIRT President: Susan Knoche</i> <i>Staff Liaison: Lorelle Swader</i></p>

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NUMBER RECOMMENDATIONS	ACTIONS	NEXT STEPS
<p>5.3.1 ALA should develop a policy to ensure that all library workers are included in ALA initiatives, communications, and programs. This policy should be viewed as a model for all libraries and their parent institutions.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred this recommendation to LSSIRT, Public Awareness Committee, and HRDR Advisory Committee for review, with an interim report to the ALA Executive Board at the 2004 Annual Conference in Orlando and a policy statement, if proposed, for consideration by the ALA Council at the 2005 Midwinter Meeting in Boston.</p>	
<p>6.1.1, 6.1.2 ALA's public relations and marketing campaigns should be designed to promote inclusiveness within the Association. A national marketing campaign aimed at various age groups should be developed to illustrate the many facets of library work.</p>	<p>At the 2003 Fall meeting, the ALA Executive Board referred 6.1.2 to HRDR Advisory Committee/ Recruitment Assembly to incorporate into planning for career fairs and other recruitment efforts.</p>	
<p>6.2.1, 6.2.2 A proposal for a regular support staff column should be developed by LSSIRT and presented to American Libraries and Library Journal for their consideration. More coverage of support staff issues should be provided by library publications.</p>	<p>At the Fall 2003 meeting, the ALA Executive Board referred 6.2.1 to the American Libraries Advisory Committee and LSSIRT, to develop a mutually-agreeable mechanism for including support staff and support staff issues. The March 2005 issues of American Libraries focused on support staff.</p>	<p>The ALCTS Publications Cte (Nick Medeiros) surveyed support staff in fall 2005 about what publications would be beneficial to them. Findings will be reported at the ALCTS Board meeting with information released after the Midwinter Meeting. ALCTS received 240 responses to the survey.</p>