

ALA Professional and Leadership Development Implementation Plan (Draft implementation plan, April 10, 2015)

This implementation plan builds on member input from the wide range of strategic-direction conversations, including virtual town halls, joint division/round table boards, state and chapter conferences, Library of Congress Office of Strategic Initiatives, and 2015 Midwinter Meeting Council sessions, Planning and Budget Assembly (PBA), ALA Kitchen-table conversations, Education Assembly, Library Instruction Round Table (LIRT), and others. Note that in the context of this plan, “ALA” refers to the Association, its divisions, round tables, offices, and general fund units.

ALA professional and leadership development falls into two broad areas when members talk about it:

- Professional and leadership development through being an ALA member and participating in the association and profession, including mentoring/peer-to-peer learning and other informal activities.
- Education, the deliberate acquisition and development of skills and knowledge.

The [proposed] ALA Strategic Plan sets the following vision, broad outcomes or goals, and Association-wide strategies for success in the area of professional and leadership development for employees in all types of libraries, including people at all stages and levels of their career, worldwide.

VISION

Recognizing that the professional and leadership development of all who work in libraries is essential to high-quality professional practice and the future of libraries and information services, ALA will:

- Provide professional development opportunities in multiple formats/venues;
- Provide leadership development opportunities both within the Association and for the field;
- Maintain strong but flexible accreditation standards and processes;
- Coordinate the multiple opportunities available throughout ALA to provide coherent and accessible continuing education frameworks for all members;
- Attach meaningful recognition to learning opportunities;
- Increase diversity and inclusion within the field;
- Provide clear pathways that help members set and meet professional and leadership development goals
- Align leadership development and continuing education with the best thinking about the changing information environment and ALA’s Center for the Future of Libraries.

GOALS/BROAD OUTCOMES (What would success look like?)

- ALA is a premier provider of quality professional development, including continuing education, for a global membership.
- All library staff and trustees have the education and training they need to be successful in a disruptive environment, with pathways and a suite of options that meet them where they are.
- There is a commitment to ongoing professional development and continuing education with formal, meaningful recognition (e.g., certification, digital badging, micro-credentialing).
- It is easy for members to get involved in ALA.
- Association-wide mentoring engages emerging leaders and supports diversity. Paths to leadership within the Association are clear, and people at all levels want and are helped to be library leaders. Leadership is recognized as both formal and informal, managerial and non-managerial.
- Peer-to-peer learning/interaction facilitated by ALA helps members reach their goals.
- Librarianship and library leadership reflect the communities they serve.
- The MLIS curriculum addresses changing 21st-century library and information services and community needs.
- Library administrators and trustees value all library staff having professional and leadership development opportunities.
- Librarianship is viewed as an exciting career and people want to work in libraries.

HOW WE GET THERE—STRATEGIES FOR SUCCESS (Approaches that will be taken to achieve the goals)

1. Develop pathways to support and guide networking, professional development, continuing education, and mentoring.
2. Develop clear education tracks and streams of content for continuing education, with formal, meaningful mechanisms to recognize achievement.
3. Develop the ALA Learning Commons as one centralized online space to search and discover all ALA learning options (all formats, all topic areas, all levels) and related tools including self-assessment, recognition, and tracking. Integrate face-to-face, online and blended learning.
4. Articulate the role of engagement within the Association in professional and leadership development.
5. Facilitate and increase opportunities for more informal, collaborative, and peer-to-peer, member-to-member learning at face-to-face events and in online spaces.

6. Develop an association-wide mentoring/ peer-to-peer network, building on components throughout the Association, its division and round tables, affiliates and chapters, to engage emerging leaders and support diversity and inclusion.
7. Enhance recruitment for diversity across the profession.
8. Focus on changing practice in a rapidly evolving environment; adjust competency statements, standards, and content to the skills and knowledge needed in libraries as they continuously evolve.
9. Work with graduate programs in LIS to rethink and reenergize LIS curricula and accreditation and improve the connections with changing workforce skill requirements.

Where this implementation plan leads ALA Professional & Leadership Development

With implementation of this plan, ALA offers coherent clusters and streams of content appropriate to all levels of experience and expertise, delivered in multiple formats, by diverse presenters/educators. The content is based on the skills and knowledge required by a constantly changing field, and standards and credentialing are flexible in the face of a disruptive environment. The desired outcome of learning is individual and/or organizational change. ALA offers multiple kinds of formal recognition such as badging, certification, and micro-credentialing and provides the tools for learners to track their own progress. Peer-to-peer learning becomes an important focus of activity. Paths to leadership within ALA as an Association are clear, and Association-wide mentoring engages emerging leaders, supports diversity, inclusion and equality, and is bi-directional. The MLIS curriculum addresses 21st-century library and information services and community needs, and adjusts as those needs change.

Underpinning this is a commitment to move towards some form of central coordination for professional and leadership development in ALA that leads to greater impact, enabling more cohesive and easily communicated pathways while respecting the unique perspectives and contributions of all units in the context of an association in which those functions are highly distributed.

Areas integral to implementation

The implementation framework is built on a structure of seven specific and inter-connected areas that have been identified as integral to meeting the aspirations and vision of a future-facing, coherent but flexible plan for ALA's Professional and Leadership Development. This framework also offers a cohesive view of a complex area in which most of the Association's divisions, round tables, offices and other units are actively engaged. Many implementation strategies involve coordinated actions across multiple areas. (Individual tactics and actions will be tied to both Council-approved strategies and the implementation framework.) Further detail for each of these seven areas is included in the appendix, "Seven areas for professional and leadership development implementation."

PROFESSIONAL AND LEADERSHIP DEVELOPMENT

ALA Strategic Direction



Pathways
Accreditation
Self-assessment
Content/curriculum areas
Design/delivery formats
Recognition
Tracking learning

OBJECTIVES AND SAMPLE TACTICS FOR EACH STRATEGY

The strategies for success are the approaches that will be taken to achieve the goals. Outcome measurement will be assessed at the strategy level. Under each strategy, objectives and tactics have been identified. The objectives are measurable steps that will be taken to achieve the strategies. The tactics are the tools that will be used in pursuing an objective.

STRATEGY 1: Develop pathways to support and guide networking, professional development, continuing education, and mentoring.

Outcome measure/sign of success: Throughout ALA, members and others at all stages of their career—whatever their educational or national background—have clear direction in their career, professional, and leadership development.

How this will be measured: Member survey on setting, pursuing, and reaching leadership and career/ personal goals. Tracking diverse pathways in ALA leadership.

For further detail, see *Pathways* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA divisions, offices, and round tables,	Make it easier to get involved in ALA. (See also strategies 4 and 6.)	<ul style="list-style-type: none"> ALA More Welcoming task force identifies subgroups to implement related projects.

Membership Development		<ul style="list-style-type: none"> • Continue to hold Kitchen-table conversations at conferences. • ALA staff employ and share Harwood “Turning Outward” tools.
ALA divisions, offices, and round tables	Provide a clear framework for possible pathways that members can take personal control over.	<ul style="list-style-type: none"> • ALA Training, Orientation and Leadership Development Committee (TOLD) reviews available opportunities across ALA and how they might be organized in a clear framework. • TOLD considers a track with formalized courses/ content to follow as part of member leader development. • Establish an ongoing professional and leadership development stakeholder staff group. • Consult 2012 Emerging Leaders Team M 2012, Professional Options Fair proposal.
ITTS, Web Management Group	Make finding and identifying possible pathways easier on ala.org.	<ul style="list-style-type: none"> • Revise and redesign ALA website IA/ homepage (FY15).
ITTS, ALA divisions, offices, and round tables	Provide tools that allow learners to take control and demonstrate success, including self-assessment and tracking tools as part of the revised ALA member profile.	<ul style="list-style-type: none"> • Review existing tools and develop new uniform Association-wide options. • Integrate tools into the revised ALA member profile. • Include tools that show incremental progress along pathway(s).
HRDR, ALA 2014-15 President	Implement a “train the trainer” program in partnership with ALA Chapters to increase the impact of the career development facilitators trained in FY15.	<ul style="list-style-type: none"> • Provide National Career Development Association career development facilitation training to 20 participants from 20 ALA Chapters at 2015 MW Meeting and Annual Conference.
HRDR	Policy B.9.1 is updated, reflecting the structural changes in libraries.	<ul style="list-style-type: none"> • The ALA Committee on Education (COE) defines a process for updating the policy, starting a revision in FY15 with extensive consultation across ALA.

STRATEGY 2: Develop clear education tracks and streams of content for continuing education, with formal, meaningful mechanisms to recognize achievement.

Outcome measure/sign of success: Content clusters and streams create cohesive curriculum with agreed learning objectives and shared requirements for the minimum content that learners must cover to be granted specific and various kinds of learning recognition. ALA is seen

as a critical and reliable resource of learning credentials for library professionals as they demonstrate successful progress along career pathways.

How this will be measured: Number of learners completing learning options with formal recognition attached. Before/after surveys in which individual learners confirm that they find ALA recognition helpful in job searches, promotion, and showing general progress for annual reviews or equivalent.

For further detail, see *Pathways, Content/Curriculum, and Recognition* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA divisions, offices, and round tables, ALA Publishing	Provide a range of content in 10 areas: <ul style="list-style-type: none"> ○ Advocacy ○ Collections ○ Intellectual freedom ○ Knowledge organization ○ Leadership (includes personal and member development) ○ Literacy ○ Management ○ Policy/Principles ○ Technology ○ User services 	<ul style="list-style-type: none"> ● ALA staff are currently inventorying content that exists across the Association to consider: <ul style="list-style-type: none"> ○ how it might be organized in a more coherent way ○ how overlapping content can be minimized ○ gaps that would need to be filled to create more cohesive clusters/streams of content
ALA divisions, offices, and round tables, ALA Publishing	Implement/continue a variety of mechanisms for formal recognition, including CEUs, certification, “chunked” recognition, micro-credentialing, digital badging, and basic certificates of attendance, aligned with the career development pathways focus and that help show incremental progress.	<ul style="list-style-type: none"> ● CPLA and LSSC programs. ● Digital badging, e.g. YALSA program. ● Reauthorization of ALA as a provider of approved Continuing Education Units (CEUs) by Oct. 2016. HRDR is working with ALA ITTS to include CEU tracking in the Profile Management process. (Such a mechanism <i>must</i> be in place to achieve reauthorization as a CEU provider.)
ALA divisions, offices, and round tables, ALA Publishing	Define the standards for content developers to use when planning educational programs that lead to the different kinds of recognition. Hire experts in instructional design to work with ALA subject matter experts. Achieve greater uniformity across ALA units.	<ul style="list-style-type: none"> ● Develop a centralized review process. ● Pilot “Deep dive” CEU-eligible programs at Midwinter Meeting 2016. ● HRDR develops course(s), is recognized as LSSC provider.
ALA divisions, offices, and	Design programs that connect—however loosely—to an agreed-upon structure, with agreement also on the minimum that	<ul style="list-style-type: none"> ● Offer tools/information that allow learners to take control of

round tables, ALA Publishing	learners must accomplish in order to be granted a specific kind of learning recognition.	<p>their own learning and development trajectory.</p> <ul style="list-style-type: none"> • Implement feedback mechanisms so they can continuously identify and communicate what they need to meet changing professional goals.
ALA divisions, offices, and round tables, ALA Publishing	Greater consistency to help create the sense of a cohesive pathway.	<ul style="list-style-type: none"> • Features that will be made consistent include: <ul style="list-style-type: none"> ○ Methods of promotion ○ Descriptive language ○ Communication ○ Registration procedures
ALA divisions, offices, and round tables, ALA Publishing	Continue to strategically offer one-off learning events or opportunities.	<ul style="list-style-type: none"> • Highlight individual, time-sensitive, and appropriate topics in single, stand-alone offerings (per current practice).
ALA divisions, offices, and round tables, ALA Publishing	Develop a strategy to generate revenue to sustain/support growth while balancing the need for both free and fee-based options. Incorporate existing, add new scholarships.	<ul style="list-style-type: none"> • Develop pricing models: <ul style="list-style-type: none"> ○ Free options ○ Paid options ○ Scholarships to offset
ALA divisions, offices, and round tables	Investigate recurring recognition that requires ongoing continuing education.	<ul style="list-style-type: none"> • Conduct usefulness/feasibility study. • Member, committee discussions.

STRATEGY 3: Develop the ALA Learning Commons as one centralized online space to search and discover all ALA learning options (all formats, all topic areas, all levels) and related tools including self-assessment, recognition, and tracking. Integrate face-to-face, online and blended learning.

Outcome measure/sign of success: ALA leads the field in providing a centralized space that allows for easy discovery of learning options and related tools and resources so people can choose, take, and track their learning, professional development, and leadership activities.

How this will be measured: Number of clicks to find different kinds of information related to professional and leadership development and CE (Web Analytics). Cart abandonment rate during registration/purchase process for events and eLearning. Member feedback (survey).

For further detail, see *Design/Delivery Formats, Self-Assessment, Tracking Learning, and Recognition* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ITTS, ALA stakeholders	Develop a dedicated ALA Learning Commons that is one easily identified click from the homepage of ala.org with face-to-face, online, and blended options.	<ul style="list-style-type: none"> • Website • ALA Learning Commons • Related resources
ITTS, ALA stakeholders	Provide user-friendly registration and purchasing systems, including for group registrations and bulk purchases .	<ul style="list-style-type: none"> • Shopping carts that are easily accessed from ALA Learning Commons. • Reporting capabilities for 3rd-party bulk/ group purchasers.
ALA divisions, offices, and round tables	Provide the tools for people to track progress along a path to specific recognition and build an online CV.	<ul style="list-style-type: none"> • Mechanisms /systems for self-assessment, formal recognition, and tracking learning.
ITTS	Integrate self-assessment, recognition, and tracking in ALA member profile.	<ul style="list-style-type: none"> • Mechanisms /systems for self-assessment, formal recognition, and tracking learning. • Revised member profile.
ITTS, ALA divisions, offices, and round tables, ALA Publishing	Offer more uniform platforms and design of educational offerings.	<ul style="list-style-type: none"> • Update ALA Moodle platform and integrate with ALA Publishing Moodle platform. (In FY16 budget.) • Regular review of platforms used.
ALA divisions, offices, and round tables, ALA Publishing	Include access to existing content that is not actively delivered but has educational value.	<ul style="list-style-type: none"> • Archived content, toolkits, publications etc.
ALA divisions, offices, and round tables	Investigate feasibility or usefulness of ALA having a role in “curating” opportunities provided outside ALA.	<ul style="list-style-type: none"> • Feasibility study • Member, committee discussions

STRATEGY 4: Articulate the role of engagement within the Association in professional and leadership development.

Outcome measure/sign of success: The percentage/number of members actively engaged in Association activity as a conscious strategy for professional and leadership development. A reduction in the number of members who say they cannot easily identify paths for engagement.

How this will be measured: Member surveys. Data on % of members actively engaged where measurable. Increase in ALA membership.

For further detail, see *Pathways* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA divisions, offices, and round tables	Engage emerging leaders and support diversity and inclusion by ensuring implementation of more cohesive mentoring program. (See also strategy 6.)	<ul style="list-style-type: none"> HRDR page that pulls together mentoring resources from all areas of the Association, divisions, offices, round tables, affiliates, and chapters including the New Members Round Table (NMRT): http://www.ala.org/educationcareers/mentoring/mentoring_and_recruitment_efforts
ALA divisions, offices, and round tables	Facilitate peer-to-peer support and networking to help people get involved in ALA and feel welcome. Assign a mentor to every new member, whose role focuses on helping them find paths to engagement in ALA.	<ul style="list-style-type: none"> Create more opportunities at face-to-face events like Unconference, Networking Uncommons, SXSW-style “day of mentoring,” ALSC “Speed Mentoring,” and just-in-time mentoring. Create opportunities online, in social media and other communities. HRDR will enhance Member Leader Resources on ala.org, and will work with TOLD on orientation for ALA/Council committee chairs. PLA, LITA, AASL and other divisions have specific FY16 plans that support this objective. Membership further develops “Engage with ALA” resources and spaces. Engage Emerging Leaders.
ALA Membership Development, divisions, offices, and round tables	Develop one-off course(s) on professionalism that emphasizes contributing to the profession, including participation in ALA, and offer free to LIS programs.	<ul style="list-style-type: none"> Include content/expertise from across the Association. Contract with an expert developer to create a compelling course. (Membership Development has budgeted for this in FY16, supported by membership committee.

STRATEGY 5: Facilitate and increase opportunities for more informal, collaborative, and peer-to-peer, member-to-member learning at face-to-face events and in online spaces.

Outcome measure/sign of success: At ALA conferences, other face-to-face events, in Association-related work, and in online spaces and educational offerings, peer-to-peer learning opportunities are consistently and consciously created, identified, and promoted.

How this will be measured: Review of each opportunity to check for a peer-to-peer component.

For further detail, see *Design/Delivery Formats* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ITTS, ALA divisions, offices, and round tables	Create a social sharing/informal learning space on ALA Learning Commons where members can	<ul style="list-style-type: none"> Include a sharing and informal learning space in plans for ALA Learning Commons.

	collaborate and share related items they've developed.	
ALA Conference Services, ALA divisions, offices, and round tables	Add more slots in program schedules to increase the number of opportunities for informal peer-to-peer learning and "social" programs designated as such, with appropriate spaces provided.	<ul style="list-style-type: none"> • Include opportunities such as: <ul style="list-style-type: none"> ○ Unconference ○ Networking Uncommons ○ Ignite/Conversation Starter programs ○ Poster sessions ○ Battledecks-type social events with content. • Engage Emerging Leaders
ALA Conference Services, ALA divisions, offices, and round tables, chapters	Implement new models for connecting people. Keep track of what others implement successfully.	<ul style="list-style-type: none"> • Continue ALA conference "meeting spaces." • Replicate PLA's practice of placing large round tables throughout conference for people to use informally. • Work with state chapters, state associations, and other external collaborators.

STRATEGY 6: Develop an association-wide mentoring/ peer-to-peer network, building on components throughout the Association, its division and round tables, affiliates and chapters, to engage emerging leaders and support diversity and inclusion.

Outcome measure/sign of success: ALA fosters a pervasive culture of mentorship and peer-to-peer networking such that every new and renewing member, at any level and in any type of library, knows how to connect and gets connected with other members and those in the profession who can advise and support them as they work on pathways to professional and leadership development.

How this will be measured: Member survey. Traffic to ala.org pages that describe and facilitate mentoring and peer-to-peer exchange.

For further detail, see *Pathways* in "7 areas" appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
HRDR, ALA divisions, offices, and round tables	Create an easily discoverable and user-focused central location that synthesizes and standardizes components, related opportunities, and resources throughout the Association, its divisions and round tables, affiliates and chapters. The information is updated regularly.	<ul style="list-style-type: none"> • Develop an update schedule for HRDR page that pulls together mentoring resources from all areas of the Association, divisions, offices, round tables, affiliates, and chapters including the New Members Round Table (NMRT): http://www.ala.org/educationcareers/mentoring/mentoring_and_recruitment_efforts

ALA Conference Services, ALA divisions, offices, and round tables	Face-to-face events build on all Association mentoring and peer-to-peer programs and opportunities.	<ul style="list-style-type: none"> • Integrate programs, spaces, and promotion of conference-related peer-to-peer and mentoring opportunities. • Engage Emerging Leaders.
ALA divisions, offices, and round tables	Greater consistency to help create the sense of a cohesive approach and program.	<ul style="list-style-type: none"> • Make appropriate features consistent, including: <ul style="list-style-type: none"> ○ Methods of promotion ○ Descriptive language ○ Communication
Membership Development, ALA divisions, offices, and round tables	Students and new librarians joining for the first times find robust resources and support.	<ul style="list-style-type: none"> • Build on NMRT resources and programs. • Review Emerging Leaders- related projects. • Engage student chapters.

STRATEGY 7: Enhance recruitment for diversity across the profession.

Outcome measure/sign of success: A more diverse library workforce.

How this will be measured: Tracking (using standard and approved measures) number of students in LIS programs and employees in libraries representing diversity. Integration of and compliance with accessibility requirements.

For further detail, see *Pathways* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA Office for Diversity, Literacy, Outreach Services	Increase number of Spectrum Scholarships from 50 to 60/year, starting in FY16.	<ul style="list-style-type: none"> • Allocate budget. • Promote the program more heavily.
ALA Office for Diversity, Literacy, Outreach Services	Increase diversity in the LIS field.	<ul style="list-style-type: none"> • Continue participation in the Knowledge Alliance, which includes 35,000 students, most from under-represented groups.
ALA Office for Diversity, ORS	Provide and share data that show progress.	<ul style="list-style-type: none"> • Gather, organize, analyze, and share data and statistics, ongoing.
All ALA divisions, offices, and round tables	Attract people to the field and make them want to stay in it.	<ul style="list-style-type: none"> • Mirror diversity in ALA and division leadership roles, in continuing education content, and in selection of presenters and educators. • Create welcoming environments at all face-to-face and online events/spaces for people from all backgrounds. • Share and highlight success stories, with a focus on diversity in library leadership and how libraries reflect the communities they serve.

ALA divisions, offices, round tables, ALA Publishing	Add more training and education opportunities for librarians around issues of diversity, inclusion, and equity.	<ul style="list-style-type: none"> FY16: ALA Office for Diversity plans to expand related webinar offerings; United for Libraries will create a guide for trustees on recruitment for diversity; ASCLA has new Accessibility Academy Module and revises materials related to various diverse populations; ALSC commits \$25,000 to support related activities including recruitment.
ITTS, ALA divisions, offices, and round tables	All ALA professional development complies with changing accessibility standards and requirements.	<ul style="list-style-type: none"> Rigorously apply ADA and accessibility requirements, using accepted compliance tools, per ALA Policy B4.

STRATEGY 8: Focus on changing practice in a rapidly evolving environment; adjust competency statements, standards, and content to the skills and knowledge needed in libraries as they continuously evolve.

Outcome measure/sign of success: ALA’s professional and leadership development and continuing education opportunities, tools, resources, and recognition are flexible so they meet the needs of a disruptive environment.

How this will be measured: Regular review of expressed needs mapped to content offered.

For further detail, see *Pathways, Accreditation, Content/Curriculum, Recognition* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA divisions, offices, and round tables, ALA Publishing	Change, revise, or create content and standards as often as necessary so they are relevant to 21 st -century library practitioners, and easily transferred to the workplace.	<ul style="list-style-type: none"> Providers continuously review content, mapping it to needs expressed by library and related administrators, library workers, and learners, and to ensure diversity and inclusivity. Create a flexible update schedule.
PLA, LLAMA, ASCLA	Revise standard for Certified Public Library Administrator (CPLA) program.	<ul style="list-style-type: none"> Review draft, recommend changes, approve and implement final version.
AASL	Revise AASL Standards and Guidelines for school librarians.	<ul style="list-style-type: none"> Complete a transformative revision that reimagines the role of school library programs and school librarians in the educational environment (underway).
ACRL	Revise ACRL Standards for Libraries in Higher Education	<ul style="list-style-type: none"> ACRL Board to request a cyclical 5-year review in 2016

LLAMA	Develop materials to support new leadership/management competencies	<ul style="list-style-type: none"> FY16, LLAMA will develop related new continuing education materials.
ALA divisions, offices, and round tables	Assure capacity and expertise to track trends in a more timely way and develop educational offerings in response.	<ul style="list-style-type: none"> Track and share trends such as micro- or “chunked” credentials, flipped learning, digital badging, just-in-time learning modules, snap/micro-learning.

STRATEGY 9: Work with graduate programs in LIS to rethink and reenergize LIS curricula and accreditation and improve the connections with changing workforce skill requirements.

Outcome measure/sign of success: LIS education reflects changing 21st-century library and information services and community needs, and adjusts to them. Diversity/inclusion are reflected.

How this will be measured: Ongoing review of LIS curricula and integration of related recommendations into ALA Accreditation Standards.

For further detail, see *Accreditation* in “7 areas” appendix.

Unit(s)	Objectives (measurable steps)	Sample tactics (tools used)
ALA Office for Accreditation (OA)	Revise <i>ALA Standards for Accreditation</i> on a regular schedule. (Most recent revision approved by Council in 2015.)	<ul style="list-style-type: none"> Revision process and schedule for <i>ALA Standards for Accreditation</i>.
OA, ALA Exec Board (subgroup)	Areas of concern and potential for collaborative planning in communication, process, and standards are identified.	<ul style="list-style-type: none"> Special committee with ALA and ALISE (Exec Board and CARE) representatives. (Discussed at 2015 Midwinter Meeting).
OA, other units	Review and update the ALA Statement of Core Competences (approved Jan 2009).	<ul style="list-style-type: none"> Revision process and schedule for ALA Statement of Core Competences.
OA, LIRT	Influence and promote the integration of professional and leadership development into the LIS education curriculum/culture.	<ul style="list-style-type: none"> Scheduled review of LIS curriculum and recommendations.
OA, LIRT	Investigate and recommend changes to curriculum, ongoing	<ul style="list-style-type: none"> Look for balance in curriculum, soft skills and theoretical content. Possible new avenues for LIS education such as a BA in Library Science and a Masters in Library Management.

Philosophical Statement

This statement is directed to the learner and underpins how we present ALA's professional development and leadership learning opportunities.

Professional Development

ALA believes that professional and career development can and should be in the hands of the individual while also being supported by employer and formal and informal education providers. We define career development as those actions and steps you proactively plan and take that move you toward your career goals and that prepare you to take on new roles. ALA supports the self-initiated learning process you engage in as you seek to learn new concepts, skills, and attitudes as well as to build on and update previously acquired knowledge, skills, and attitudes.

Goals and Benefits

Your participation in professional development activities enables you to:

- Learn and master new concepts and skills important to your success in a changing environment
- Update knowledge and skills required to fulfill your role and responsibilities
- Prepare for specialization in a new area or a different level of expertise and responsibility
- Tap your intrinsic motivation to achieve the short- and long-term developmental goals you set for yourself

Appendix: Seven Areas for Professional & Leadership Development Implementation



Signs of success

- Throughout ALA, members and others at all stages of their career—whatever their educational or national background—have clear direction in their career and professional development and toward their leadership development. This includes:
 - Those seeking a potential career in libraries, looking for information on library careers, on LIS programs, or on scholarships.
 - Those seeking assistance in finding a job – placement center services, résumé reviews, or career development facilitation.
 - Those seeking guidance in identifying professional development opportunities with a focus on education to meet their specific needs.
 - Those seeking guidance in identifying their unique path to engagement within the association, weighing the many choices in networking, peer-to-peer learning, and leadership development.

- ALA has strong communities of success that are not siloed by library type.
- A diverse collection of pathways is evident in the leadership of the ALA.
- No matter your role in libraries, or your educational background, there is something in ALA that helps you move further along in your involvement and expertise.
- Mentoring (reciprocal), peer-to-peer learning, and cohort opportunities are coordinated and pervasive at all levels, all types.
- Leadership development includes all librarians and others who work in libraries, library trustees, and library friends. Leadership is understood to be both formal and informal and inclusive of, but not limited to, management and supervisory roles.
- It's easy for members to get involved in ALA.
- The member/ customer/ learner is in control of their own path.
- The perception no longer exists that much of ALA's content, particularly conference content, is basic.
- Professional and leadership development pathways for MLIS students start with the culture and curricula of the LIS field.
- Pathways bring diverse members together and create strong networks across professionals, students, and educators.

Notes

“Create roadmaps or ‘pave some other road.’” “There is no clear path to participation.” Pathways are consistently (often urgently) sought: through complex conference schedules, through scattered professional development opportunities, and through a variety of leadership development options. ALA, its divisions, offices, and round tables, offer a rich portfolio of services in this area, including recruitment, scholarship programs, placement and career development facilitation services, standards and guidelines for mastery in defined areas of knowledge and professional practice, mentoring programs and other peer-to-peer learning opportunities, and a variety of leadership development programs. This service portfolio rests on an extensive policy framework—which defines foundational requirements for the field, core values and competencies—and on a developing structural framework for qualifying and recognizing professional development.

When members are asked to talk about professional and leadership development, they often talk first about engagement within the association as a primary means of professional and leadership development, rather than continuing education. Formal professional development (such as webinars and courses) may be identified with ALA, but not exclusively. Engagement often seems to mean peer-to-peer learning, possibly mentoring, as well as developing transferable skills, such as facilitating meetings or defining projects.

- Getting on committees needs to be easier; being on them needs to be more satisfying. Potential related skills development needs to be articulated, and fluid taskforce initiatives as needed should be encouraged.
- “Logic is an insufficient guide to ALA’s complexity.”
- New members need to be able to easily find resources such as NMRT.
- It’s hard to know how to “get things done.”
- People feel they have to dig deep to get information and find support.

Underway/implementation planned in FY15-FY16

- Recruitment/Recruitment for Diversity: The number of Spectrum Scholarships to be awarded in FY15 and FY16 will increase from 50/year to 60/year.

- Placement Center/Career Development Facilitation: 2014-15 ALA President Courtney L. Young supported Career Development Facilitator training offered by the National Career Development Association at the 2015 Midwinter Meeting. Twenty participants from 20 ALA Chapters received training, which will continue through the 2015 Annual Conference. On completion of all requirements, they will be eligible to become Certified Career Development Facilitators, providing career development facilitation within their chapters. This built on a trial Office for Human Resource Development and Recruitment (HRDR) project in FY14, when four people were trained, certified, and now provide career facilitation assistance in the ALA JobLIST Placement Center.
- Standards and Guidelines:
 - A revised standard for the Certified Public Library Administrator (CPLA) program has been drafted and is currently out for review by PLA, LLAMA, and ASCLA, the ALA divisions responsible for that standard.
 - AASL is beginning the process of revising its Standards and Guidelines for school librarians. The revision is intended to be transformative, reimagining the roles of school library programs and school librarians in the educational environment.
- Professional Development through Engagement within ALA, Peer-to-Peer Learning, Mentoring: The ALA Training, Orientation and Leadership Development Committee (TOLD) is reviewing available opportunities across ALA and how they might be organized in some kind of framework. They are also considering a track to follow as part of member leader development.
- Leadership Development Programs *[more to be added]*
 - ALA Leadership Institute.
 - ACRL with Harvard Graduate School of Education: Leadership Institute for Academic Libraries.
 - ACRL participates in Educopia's NEXUS II grant to develop leadership professional development.
- Supporting Structures: These include CEUs (see "Recognition"), how continuing education and professional development resources are discoverable and accessed across the entire association (see "Design/Delivery Formats"), and formats/platforms (see "Design/Delivery Formats").
- Policy Framework: The ALA Committee on Education is defining a process for updating Policy B.9.1. Work on revision should begin in FY15-FY16 and will involve extensive consultation across the Association, in order to understand and reflect the structural changes in libraries.

Further strategies for implementation/issues for consideration

- Determine where the work of building more useful, clearer pathways for members and others in the field should be done.
- Develop and create content based on the needs and place of members.
- More effectively bring together and make discoverable the good work being done by divisions, offices and round tables across the association. MW2015 brainstorming by TOLD included ways to create a more effective "clearinghouse" or accessible archive of engagement and leadership resources from groups across ALA.
- ALA is a curator of applicable professional and leadership development opportunities outside of ALA, serving as a clearinghouse. [TOLD])
- Act on considered input from members about the pathways they want and need.
- Be attuned to members' learning gaps, and seeks ways to fill them, starting with needs- and self-assessment.
- Couple leadership programs with early career development as connections are built among various groups within ALA.

- Build learning partnerships, e.g., the one-time LEARNRT joint program with the American Management Association. Reach out to partners, institutes, and corporations for leadership resources, both in and outside the library field.
- The network is critical and needs to be built at multiple levels (F2F, online, etc.); “organic mentorship is a social relationship.” “Grow our own.”
- Offer scholarship or discounted programs for continuing education.
- Offer ALA MOOCs, followed by regional/local meet-ups, perhaps through chapters.
- A leadership/change culture is established in ALA, including and beyond the Emerging Leaders program.
- Engage students in MLIS programs more effectively to help them start building their career. Reach them with ALA messages; work with LIS programs (San José and Dominican are already engaged in this) to offer a [1.5] credit course on ALA as a professional association and engagement with your profession; offer x free memberships to LIS professors to give to the x students they think are best to introduce to ALA.
- Develop the “Case to Become a Leader.”
- Model leadership and recognition on other professions as appropriate or useful.



Signs of success

- LIS education is more reflective of 21st-century skills and needs and their application, in both hard and soft skills, and in areas such as community leadership.
- Accreditation standards reflect 21st-century practitioners.
- Professional and leadership development is part of the “culture” of the LIS field, beginning with LIS curricula.
- Diversity and inclusion are reflected (taking into account that there may be some legal barriers to collecting data, e.g., in Canada).
- Standards encourage innovation in pedagogy.

Notes

ALA and the profession have faced significant, constant, and often disruptive change for decades, including the environment within which graduate programs of library education exist. In *Trendswatch 2013: Back to the Future*, the American Alliance of Museums identified the “great unbundling” of academic credentials as a key trend, pointing 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 and

institutions with LIS programs) and a source of new opportunities. ALA engagement with accreditation of MLIS programs needs to underpin and inform how ALA helps its members refresh and build on what they may or may not have studied before entering the profession.

ALA members have historically placed high value on accreditation. Accreditation was 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.” Through the ALA Committee on Accreditation, ALA accredits master’s degree program of Library and Information Studies in the U.S. and Canada, based on the *ALA Standards for Accreditation*. ALA accreditation is recognized by the Council for Higher Education Accreditation (CHEA). 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) using standards developed by AASL. ALA accredits programs, not schools or colleges and has historically largely focused on the formal education process to “credential” LIS professionals with possession of an accredited degree, rather than a broad framework of certification and/or licensure, supported by mandatory continuing education requirements. (School librarians are generally state certified.) ALA currently accredits 63 programs in 58 institutions.

The majority of current ALA members are librarians with MLIS degrees. LIS programs have changed significantly, with fewer “standalone” programs. To meet the challenges of 21st-century higher education, many are in complex schools – organized around education, communication, information, etc. Many of these schools offer multiple degrees in fields; in some cases, ALA is accrediting more than one program from the same school. As libraries change, they may require the unique knowledge of more than one information specialization. As the information economy expands, LIS (as well as other IS-related) graduates, while still largely focused on libraries, are finding employment in a wider variety of organizations.

Underway/implementation planned in FY15-FY16

- Revised *ALA Standards for Accreditation* were approved by the ALA Council.
- In conjunction with the 2015 ALA Midwinter Meeting and ALISE Annual Conference, a subcommittee of the ALA Executive Board met with representatives of the ALISE Executive Board and of the ALISE Council of Deans, Directors and Chairs (CARE). The meeting was designed to identify and discuss areas of concern and potential for collaborative planning. The meeting identified possible actions in three areas:
 - Communication
 - Process
 - Standards

The composition and charge of a proposed special committee are to be determined.

Further strategies for implementation/issues for consideration

- Connect real-world applications (case studies?) to LIS curriculum/standards/core competencies.
- Start with LIS programs to make leadership and professional development part of the culture of the LIS field.
- Review and update the ALA [Statement of Core Competences](#) (approved January 2009) in the broader context of a statement that considers dispositions and values.
- Develop a common understanding of the expected “outcomes” of a graduate program in LIS, and what evidence will be used to assess outcomes.
- Shift from “tweaking” to re-visioning standards for the mid-21st-century profession.

- Investigate and encourage innovation in LIS education, such as consideration of a BA in library science or a Masters in Library Management (comparable to an MPA or MBA).
- Accommodate ongoing changes in the philosophical “core” and library context.
- Increase involvement—as part of the curriculum?—between active librarians and LIS students to improve the connection to workforce needs. Identify and replicate models already in place.
- Examine accreditation in the global, not just North American, context.



Signs of success

- ALA provides uniform tools for self-assessment that help members and learners identify what they need to learn to be effective in the job they want to do and to meet their career goals.
- The self-assessment tools connect with ALA’s recognition and tracking learning mechanisms to help people see their progress along chosen career/learning/leadership pathway(s), to continue to identify gaps, and to update their self-assessment.
- The self-assessment tools are appropriate for people working in libraries at all levels and who come from different educational/professional backgrounds.
- The online member profile that tracks participation in professional or leadership development activities helps members better assess the areas in which they might still need work.
- Content curriculum helps define categories from which self-assessment is developed. In turn, self-assessment, once completed, helps shape future content curriculum.
- Pathways, also reflected in content curriculum, are reflected or at least recognizable in the self-assessment. Self-assessment, in addition to pointing people to their strengths and opportunities, also helps them navigate career pathways.

Notes

ALA does not currently provide an association-wide self-assessment tool or resource. Self-assessment can play a key role in professional and leadership development. Self-assessment provides an opportunity to reflect on and articulate personal values, interests, abilities, and preferences. Through this reflection, individuals can better identify and select opportunities to learn and develop. Encouraging self-assessment helps participants understand the personal responsibility and ownership they have for their career’s development and achieving new roles. It can lead to more active involvement in learning; more directed and effective learning; greater autonomy; value for experience; and a sense of community built through individual involvement.¹

As stated in the introduction to *For Your Improvement: A Guide to Development and Coaching*, “Anyone who has not yet accepted a need or limitation or weakness or developmental opportunity will not be

¹ “The use of self-, peer- and co-assessment in higher education.” F. Dochy, M. Segers & D. Sluijsmans. *Studies in Higher Education*. Vol. 24. 3 (1999). P. 331-350.

helped...if you are still in denial, rationalizing, confused, or being defensive about having any needs, seek additional feedback and counsel.”²

An ongoing process, self-assessment helps individuals identify both strengths and opportunities and then effectively embark on learning and development. Self-assessment can contribute to continuous small improvements as well as longer-term development.

Underway/implementation planned in FY15-FY16

- Individual programs – e.g., ALA Leadership Institute, PLA Leadership Academy, Spectrum Leadership Institute – already incorporate self-assessment into their program or training.
- Standards provided by various units of the Association likely promote a certain amount of self-assessment as members evaluate their skills and practice against the stated standards.
- Programs like the Library Support Staff Certification and Certified Public Library Administrator programs present specific competencies and provide participants the option of developing and submitting a portfolio to demonstrate their mastery of the competency.

Further strategies for implementation/issues for consideration

- Models for self-assessment might most easily incorporate some elements of self-observation and self-monitoring or self-evaluation against personal standards and values, referential models or standards, or determinants of performance.
- Most self-assessments use a model of a listing of abilities with definitions or examples against which individuals may self-report on their level of knowledge, comfort, achievement, or strength.
- Survey members to see what they want included in assessment tools.
- Some examples of self-assessment tools that might be used as models:
 - The Chartered Institute of Library and Information Professionals’ (CILIP) “Your Professional Knowledge and Skills Base.”
 - LOMINGER’s *FYI For Insight* assessment and book (<http://insight.lominger.com/insight/>) help individuals assess themselves against twenty-one leadership characteristics and five detrimental characteristics.
 - *Strengths Finder* assessment (<http://www.strengthsfinder.com/home.aspx>) helps individuals evaluate themselves against thirty-four themes and ideas for action, highlighting an individual’s strengths as key determinants for their performance.
 - Academy of Certified Archivists.
- Effective self-assessments incorporate defined skills (from established competencies) and provide concrete or illustrative descriptions for individuals to evaluate themselves against as opposed to simply providing numeric or Likert scales.

² *FYI For Your Improvement: A Guide for Development and Coaching*. Michael M. Lombardo and Robert Eichinger. 2006.



Signs of success

- ALA offers content for some kind of cohesive “curriculum” with agreed learning objectives and shared requirements for the minimum content that learners must cover to be granted specific kinds of learning recognition.
- Changing as frequently as necessary, general and specific content offered is relevant to 21st-century library practitioners, and easily transferred to the workplace.
- A range of content is provided in each of the following 10 areas:
 - Advocacy
 - Collections
 - Intellectual freedom
 - Knowledge organization
 - Leadership (includes personal and member development)
 - Literacy
 - Management
 - Policy/Principles
 - Technology
 - User services
- There is a sense of progressive content/curriculum that helps learners think about what they’re building, and that helps them respond to changing needs.
- ALA continues to provide opportunities for professional and leadership development that are not part of a specific curriculum or lead to specific recognition.
- There is less overlapping content across ALA.

Notes

What is considered mastery of a particular body of knowledge? What are the fundamentals and what is considered essential knowledge? (This should cover both hard and soft skills, and be clearly connected to real-world applications.) Identifying gaps in the necessary content currently available from ALA is a key step in designing curriculum that would lead to learning recognition for people at different levels, with differing professional backgrounds, at different stages of their career, and in different types of libraries. ALA units may have intact fields that allow for crafting a coherent curriculum, offering continuity as well as flexibility, while some topic areas and content are spread more widely across units.

Underway/implementation planned in FY15-FY16

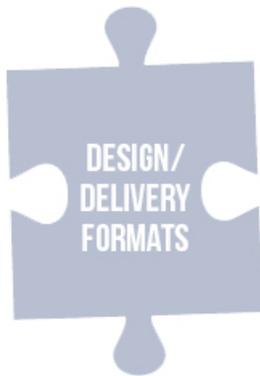
- Wide range of content at different levels continues to be offered across ALA.
- Staff complete an inventory (now underway) of content currently offered in any format in the 10 domains identified above (advocacy, collections, intellectual freedom, knowledge

organization, leadership [including personal development], literacy, management, policy/principles, technology, user services).

- Gaps are identified to see what ALA would need to develop or add in order to round out any curriculum.
- Content ideal for informal/social/peer-to-peer learning will be identified. Some of that content might be added to the ALA Learning Commons (due for launch FY16), in the space designed for informal learning and sharing.

Further strategies for implementation/issues for consideration

- What kind of content/curriculum is needed to fit career development pathways, and what levels of recognition it leads to will be an ongoing conversation, with members/ learners continuously identifying what they need to meet changing professional goals.
- We have an increasing need for expert-developed courses to ensure that content is relevant, timely, and matched to meaningful recognition such as CEUs, certification, digital badging etc. (See Design/Delivery Formats and Recognition sections.) Content maps to coursework.
- How do we best capture content that exists in items such as toolkits, publications, and archived content (paid and free), but is not currently actively delivered?
- Determining where the entire range of any ALA “curriculum” is laid out, and how that meshes (or doesn’t) with other ALA professional development and learning opportunities.
- Offer one-off course(s) on professionalism that emphasizes contributing to the profession, including participation in ALA. Offer to LIS programs free?
- Content for paraprofessionals is important.



Signs of success

- ALA offers more expert-developed courses that match learning to learning objectives (the starting point) with meaningful recognition such as CEUs, certification, digital badging.
- Greater consistency across ALA in design and quality of courses, workshops, webinars, and other continuing education options creates the sense of a cohesive path.
- ALA units design programs that connect—however loosely—to agreed-upon structure(s), with agreement on the minimum that learners must accomplish in order to be granted a specific kind of learning recognition.
- Archived materials that have ongoing educational value are available and accessible.
- Informal “peer-to-peer” and collaborative learning opportunities are consciously integrated into offerings.
- ALA keeps up and complies with changing accessibility requirements.

- There is less overlapping content throughout ALA (“fewer things done really well”).
- Professional development options are discovered in/accessed from, one place on ala.org.
- Methods of promotion, descriptive language, communication, registration procedures and other features are consistent and help create the sense of a cohesive pathway.

Notes

The design and delivery of ALA’s professional and leadership development is decentralized. If and as ALA moves toward more learning that earns some kind of meaningful recognition (including the current CEUs), instructional design and pedagogical expertise, as well as a deep understanding of learning objectives, become more critical.

It’s clear that since technologies and preferred platforms will continue to evolve and change, prescribing platforms doesn’t offer long-term benefits. Instead, ALA should focus on having as few platforms as possible at any one time in order to offer as consistent an experience as possible to all learners, while still offering a full range of in-person, online, and blended learning options.

While the design and delivery of ALA’s professional development has followed a mostly traditional model, we’re increasingly aware of the importance of and desire for more informal, collaborative, and member-to-member learning. ALA has a significant opportunity to help facilitate and even increase opportunities for this valued and valuable informal learning environment. ALA members and others identify some of their “best/most memorable learning” as happening in the spaces between formal (sage-on-the-stage) opportunities; when they are collaborating or gathering (most often in-person); and when they have opportunities to network and share peer-to-peer.

Underway/implementation planned in FY15-FY16

- Courses offering CEUs continue to follow required design guidelines.
- ITTS is budgeted in FY16 to integrate the ALA Moodle platform with ALA Publishing’s Moodle platform.
- Review of accessibility of delivery formats.
- ALA Learning Commons is planned to launch in FY16, offering better integrated information and a hub for all ALA learning, the first step in encouraging greater uniformity across units. Plans also include hosting a social sharing/informal learning space on the site where members can collaborate and share professional development items they’ve developed.
- The ALA Conference Committee, working with ALA Conference Services, will pilot a limited number of intensive, CEU-eligible “deep dive” workshops at the 2016 ALA Midwinter Meeting (Boston), with implementation scheduled in 2017 (Atlanta).
- Increase the number of opportunities for peer-to-peer learning such as Unconference and Networking Uncommons at conferences. Look at models for connecting people, such as the ALA conference “meeting spaces” or PLA’s practice of placing large round tables throughout conference for people to use informally. Keep track of what others implement successfully (e.g. SxSW’s 2015 implementation of [10-minute one-on-one mentoring opportunities](#)).
- Add slots in program schedules for more “social” programs designated specifically for informal learning, with appropriate spaces provided.
- Platforms and software delivering elearning across ALA in FY15 include Adobe Connect (100 max), Moodle, WebEx (1,000 max), GoToMeeting, GoToWebinar (1,000 max), Google+ Hangouts (unlimited), Webinar Jam.

Further strategies for implementation/issues for consideration

- People want and need a clearer one-stop environment that describes and provides access to all ALA professional development and CE opportunities so it's easier to make sense of and build plans around. We need to address the often repeated complaint that content is scattered and hard to access.
- Expertise—as well as channels for effective internal sharing—at a level to keep all units on top of emerging trends, formats, and ideas (recent examples might include badging, MOOCs, just-in-time learning modules, snaplearning/ microlearning/ microtraining, “chunking” badging, and flipped learning [which has potential to bring together f2f and asynchronous elearning in innovative ways]).
- Offering a full range of formats is important, from short training videos to full courses.
- Does ALA have a role in “curating” opportunities provided outside ALA?
- Micropayments?



Signs of success

- ALA is seen as a critical and reliable resource of learning credentials for library professionals as they demonstrate successful progression along career pathways.
- Learners can demonstrate their continuing education efforts, and collected recognitions—including “chunked” recognition—combine to show progress along the chosen career/learning/leadership pathway(s). ALA recognition includes a wide range of options, including CEUs, certification, micro-credentialing, and basic certificates of attendance, aligned with the career development pathways focus.
- Recognition crosses over all types of education offerings—from extended courses to one-day or even one-hour events; from in person to online events; and from synchronous to asynchronous programs.
- Curriculum developers follow defined standards when planning educational programs.
- Awareness of ALA recognition tools is raised so they have value in the field and are meaningful to employers.

Notes

The desire for *recognition* of educational achievement is ingrained in learners from their very first gold star. And becoming a professional, degree-carrying adult doesn't mean one stops looking for acknowledgement of and credit for learning as the prevalence of certifications and CEUs can attest to. Visible recognition of learning achievements—as well as “prestige by impact”—is an added benefit to programming as well as offering a competitive advantage to ALA as the provider, and offers tangible results to show to employers, funders, etc. As ALA develops an updated robust and appealing leadership and professional development strategy, it is imperative that comprehensive means of recognition be included. To offer a consistent model of recognition across ALA, there has to be a significant amount of coordination and commitment to the concept among all the parties offering professional development.

Underway/implementation planned in FY15-FY16

ALA and its units/divisions have several programs that offer recognition of completion.

- Certification programs: Certified Public Library Administrator and Library Support Staff Certification.
- CEUs: The means to assign Continuing Education Credits (CEUs) to approved courses. ALA is up for reauthorization as a provider of approved Continuing Education Units (CEUs) by October 2016 with the reauthorization process beginning in spring 2016.
- HRDR is working with ALA ITTS to include CEU tracking in the Profile Management process. Such a mechanism *must* be in place to achieve reauthorization as a CEU provider. Implementation is expected spring/summer 2015.
- Attendance certificates.
- Digital badges (micro-credentialing) – this effort has been piloted by the Young Adult Library Services Association (YALSA)

Further strategies for implementation/issues for consideration

- There are different levels of recognition, and ALA needs to identify what educational events deserve what type of recognition. Options include (but are not limited to):
 - Certificates of attendance
 - Micro-credentialing
 - CEUs
 - Certification
- To ensure consistency and quality of the recognition program, ALA will work on determining and regulating standards for curriculum developers to implement in educational programs.
- Micro-credentialing: There is a growing trend in CE towards micro-credentialing, most notably in the area of digital badging. This avenue offers numerous possibilities. As mentioned above, YALSA has already begun work in this direction on which ALA will build.
 - Micro-credentialing offers a low impact/low investment way for learners to create a portfolio of professional development.
 - It is well-suited to complement the variety of educational offerings at ALA—including webinars, online courses, preconferences, workshops, and others. It also opens the door to include work outside of seated time in a “class” and encourage more competency-based learning.
- We will work on integrating recognition with the “tracking learning” puzzle piece since one of the key benefits of receiving recognition is the ability for learners to demonstrate success.
- Develop some form of ALA certification (and recertification)—ALA fellows program?
- Consider incentives for people to engage deeply in CE, such as a “black belt” in a specific topic.
- Many careers require recertification or updated CE, especially in mid-career. Should ALA investigate requirements for CE? How can ALA encourage long-term and mid-career library staff to keep up with change and stay current?
- Initial/refresher training for trustees at specific intervals—recommended, required? UFL leads in this area.
- Accreditation by ALA of non-ALA CE programs has been suggested by members.



Signs of success

- ALA leads the field in providing a centralized space where people can track their learning, professional development, and leadership activities with a view to building an online CV.
- ALA members have tracking mechanisms that allow them to monitor the learning, professional development, and leadership activities they have registered for, undertaken, and completed.
- People use these mechanisms to track progress along the path to a specific type of recognition.
- The tracking applies to the full range of in-person, online, and blended opportunities, one-time events, and full multi-part courses.
- Tracking professional and leadership development and related education is integrated into the ALA online member profile.
- ALA staff, third-party bulk CE purchasers (and therefore some non-member customers) also have tracking mechanisms and the ability to generate reports about individual and group learning activities.

Notes

As ALA works toward a more cohesive curriculum, a way for people to track progress along the path to a specific type of recognition becomes a more critical component of ALA's overall Professional and Leadership Development plans.

Underway/implementation planned in FY15-FY16

- The new member profile under development by ITTS is designed to include basic tracking functionality, including for eLearning, conference registration and face-to-face events. The new member profile is due to launch in FY16.
- Tracking individual leadership and professional development activities, a robust reporting system, and the initial development of learning tracks and alternative credentials are planned as part of the ALA Learning Commons, also due to launch in FY16. These features will be added incrementally.

Further strategies for implementation/issues for consideration

- Revenue streams could be enhanced by providing a more complete tracking system that encourages people to take their learning with ALA.
- The tracking system serves as an added benefit of membership, helping attract new members/renewals.
- To what degree (if any) would incorporating online learning activity tracking into the development of ALA eLearning Commons differ from the member profile? These two tracking

areas might find synergy through self-assessment tools, so someone could populate their profile and then be referred to learning tracks and activities in the eLearning Commons.

- In order for the profile to lead to an online *curriculum vitae* for members, a space to track and record learning activities taken outside ALA should be considered. While ALA would not verify these added activities, providing a space for them helps create a true CV option, another added membership benefit.
- Non-member tracking—useful for marketing and membership recruitment since non-members who join could have their learning immediately populated to their membership profile.
- Reporting systems need to cover individual learners, individual activities, and aggregated information. Being able to accurately see the learning history of a member or non-member offers insight into the types of learning members are engaging in as well as see patterns in registration which may help in creating learning tracks. Another important aspect of any learning tracking system is the reports it will be able to generate which can help staff decipher the success of learning activities as well as view cumulative data on the learning habits of members and non-members
- For third-party purchasers of bulk learning/CE packages, such as state library CE coordinators, having access to reports (pulled at ALA and sent on a regular schedule, or direct access to a reporting system) so that they can track and document how their purchases are being used by their own members/ employees will be important. (A paid service.)