

TO: ALA Executive Board

RE: Implementation Plan/Progress, ALA Strategic Direction: Professional and Leadership Development

ACTION REQUESTED/INFORMATION/REPORT:

Discussion of recent progress and directions for the coming months.

ACTION REQUESTED BY:

Mary Ghikas, Senior Associate Executive Director
Mary Mackay, Marketing Director

CONTACT PERSON:

Mary Ghikas, 312-280-2518, mghikas@ala.org
Mary Mackay, 312-280-1532, mmackay@ala.org

DRAFT OF MOTION:

None

DATE: October 11, 2016

BACKGROUND:

The previous report and discussion about the professional and leadership development strategic direction took place at the April 2016 Executive Board meeting. The current report and discussion provide a summary of progress since that meeting.

ATTACHMENTS:

Progress Report on Professional and Leadership Development

PROGRESS REPORT ON PROFESSIONAL AND LEADERSHIP DEVELOPMENT

Since the April 2016 report to the Executive Board, we've made progress on several of ALA's professional and leadership development strategies as articulated in the Strategic Directions. The developments below are keyed to these strategies.

STRATEGY 1: Develop the ALA professional development space as one centralized online space to search and discover all ALA learning options (all formats, all topic areas, all levels, all ALA sources) and related tools including self-assessment, recognition, and tracking. Integrate face-to-face, online and blended learning.

Phase 1 of the ALA elearning ecommerce website includes an easily navigated one-stop source for registering efficiently for elearning offered by ALA, its divisions, and units, with products discoverable in different ways (browse, search, calendar, etc.). Small face-to-face events will be added in Phase 2. PrometSource, the vendor also developing ALA's new ecommerce (dues/donations) and estore, is focusing on a more consistent ALA user experience as well as realizing cost- and time-savings from integrating the projects and building on the same ecommerce foundation. Specifically:

- The elearning site build is underway. Soft launch goal: December 2016/January 2017.
- Screenshots laying out the basic design and workflow have been demo-ed twice to internal stakeholders, and feedback has been integrated. Screenshots were shared with the board, April 2016.
- ALA Publishing recently confirmed development of the new ALA Store with Promet, so integration of the shopping carts and platforms will be a priority. Time is being dedicated up front as necessary.
- Phase 2 (FY17) and Phase 3 (FY18 and beyond): Small face-to-face event registration is integrated. The site becomes more of a learning environment with an LMS, and tools such as self-assessment, tracking, and recognition of CE/professional activity.
- FY17: ITTS is working with divisions to implement the Moodle courseware platform used by ALA Publishing for a more consistent learner/presenter experience across ALA.

STRATEGY 2: Develop pathways to support and guide networking, professional development, continuing education, and mentoring.

Content in specific streams:

- Leadership:
 - [LLAMA's newly approved Leadership Competencies](#) will provide an organizational structure for related CE content. [The LLAMA Reorganization](#) aims to develop a structure that permits a focus on professional development in new, more relevant and meaningful ways.
 - [ALA Leadership Institute "Leading to the Future:"](#) 97.5% rated their August 2016 experience very positive, using words like *transformative, insightful, effective,*

strategic, and *intentional* to describe their learning and its subsequent application.

- PLA will hold its [third Leadership Academy](#) in March 2017 with IMLS and other support, “designed to empower [up to 28] participants with the knowledge necessary to be innovative and successful leaders of change.” PLA will continue to expand access to leadership building opportunities, as well as other areas vital to the profession’s growth, as a legacy partner in the Gates Foundation-funded Global Libraries Program. Phase 1 includes preparing plans for the long-term sustainability of impact, leadership, and innovation work.
- PPO received an IMLS Laura Bush 21st Century Librarian Program for a 2-year professional development project to train librarians in community leadership techniques such as coalition-building and dialogue facilitation. Through *Libraries Transforming Communities: Models for Change*, ALA will offer a series of free web-based and in-person workshops designed for public and academic libraries. Through a partnership with ALA’s Center for the Future of Libraries, participants will receive digital badges. (November 2016-October 2018.)
- ACRL has a relationship with Harvard to offer [the Leadership Institute for Academic Libraries](#).
- President-Elect Jim Neal is developing the theme Libraries Lead, and will explore related ALA program opportunities.
- Libraries Transform and Leadership for Change: The Center for the Future of Libraries, the Office for Diversity, Literacy, and Outreach Services, and other units offered new change-focused content at 2016 Midwinter and Annual. An in-depth [Symposium on the Future of Libraries](#) is planned by the Center for the Future of Libraries with others as part of the 2017 Midwinter Meeting, integrating and adding to existing future-focused content clusters including News You Can Use and ALA Masters.
- The ALA Division Cooperation Taskforce has started examining how to organize divisions’ content into more coherent streams.
- ALA President Julie Todaro’s Libraries Transform “Expert in the Library” focus encourages organizing CE into clusters that reinforce and build individual expertise. Work is underway on a related matrix of suggested competencies and skills required for a 21st-century librarian to be effective, and at the 2017 Midwinter Meeting, "Library and Information Experts Succeeding in the 21st Century: A Town Hall Dialogue on Competencies, Careers, and Successful Practice" is planned.
- CE is increasingly being organized around updated competencies and frameworks across ALA. Underway/ongoing in FY17: AASL learning standards and program guidelines (due fall 2017); ACRL is adding resources supporting the *Framework for Information Literacy for Higher Education* to the IL Framework Sandbox (fall 2016) and developing workshops on the *Framework on Information Literacy and Assessment in Action*, and also offers four licensed workshops to help participants strengthen competencies; ALSC offers a new online course, [Demonstrating ALSC Competencies](#), based on the 2015 revision of the [Competencies for Librarians Serving Children in Public Libraries](#), and is also developing CE around PLA/ALSC’s Every Child Ready to Read (ECRR); YALSA’s [Competencies for Librarians Serving Youth](#) are in revision; PPO has requested

IMLS National Leadership Funding for a project to include researching the knowledge, skills, and training required for professional library programming providers .

- ALA Publishing is working with ASCLA (accessibility), ODLIS (diversity), and OIF (intellectual freedom, privacy, book challenges etc.), as well as with some independent instructors to develop on-demand content for an “ALA Essentials for Library Workers” cluster.

Experiments in badging as a first step to creating coherent streams of

content/microcredentialing: The Center for the Future of Libraries is [working on badging experiments](#) with ALCTS, LITA, PLA, Spectrum Scholars, Emerging Leaders (HRDR), PPO, and UFL. YALSA’s [Badges for Learning program](#) is centered around its Competencies for Libraries Serving Youth.

STRATEGY 3: Develop clear education tracks and streams of content for continuing education, with formal, meaningful mechanisms to recognize achievement.

Providing tools that allow learners/members to take control and demonstrate success:

Planning for where related information lives and where we build self-assessment and self-tracking for members should be undertaken in FY17, with groundwork laid for implementation in FY18.

Reauthorization of ALA as a provider of CEUs (Continuing Education Units): HRDR will submit an application and prepare for a site visit for re-accreditation through the International Association for Continuing Education and Training (IACET) in December, 2016.

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

A More Welcoming ALA: Various projects across ALA aim to help new and mid-career members more easily find their path to involvement in ALA as they set goals and build their career. They include: a redesigned ala.org homepage with “I am ALA” feature (winter 2016/17); new ALA Connect (Feb. 2017); Engage with ALA/ your division resources and web pages (ongoing); a [LLAMA reorganization](#) that aims to enable more open, flexible, and constructive member engagement; ALSC’s redesigned “Engage with ALSC” campaign and website; ACRL “Engagement Fair” at their 2017 conference; [the ALCTS Exchange](#) (May 2017) and ALCTS mentoring program for technical services staff (in development). FY17 plans in PLA, LITA, AASL, [RUSA](#), and others also support this objective, several through improved online tools and communications that promote and facilitate participation.

ALA Membership and NMRT are launching an initiative in FY17 to make it easier for new members to discover what ALA offers and how they can become engaged in ways that match

their interests, available time, and needs. (The goal is also to increase NMRT membership and participation.)

Resource for LIS Students: ALA Membership Development and the Membership Committee are in final edits of the LIS on-demand resource due for soft launch winter 2016/17 (with the ALA website redesign) that will introduce students to: what an association can do over time that individual or local-only action cannot; how membership fits into career goals; and points of entry to involvement, engagement, and impact.

Peer-to-peer activities: The re-visioning of the Annual Conference, to be implemented in New Orleans in 2018, allows for greater peer, informal, and collaborative learning. [The ALA Conference Committee](#) is working on plans. The new conference description guidelines encourage specificity about outcomes, which would include peer-to-peer learning. Throughout ALA face-to-face events, increased spaces and opportunities are being created and actively promoted for peer-to-peer interaction, learning, and networking.

STRATEGY 7: Enhance recruitment/retention for diversity across the profession.

The Office for Diversity, Literacy, and Outreach Services released the [2016 TFEDI final report and recommendations](#) and is working with members and staff to prioritize and assign implementation-related tasks, engaging ODLOS itself as well as Conference Services, HRDR, divisions, offices, Membership, and committees, depending on the recommendation. Quarterly meetings in FY17 will bring divisions, offices, and others together to share progress, ideas, and updates related to the recommendations.

Divisions and offices have committed budget for FY17 to add more training/education opportunities for librarians around issues of diversity, inclusion, and equity, including conference content. Representative projects include: ALCTS [Midwinter Symposium “Equity, Diversity, and Inclusion,”](#) and their work with the Illegal aliens Library of Congress subject heading legislation; an upcoming survey from the Diversity within ALSC Task Force; OIF and ODLOS’ shared project [Our Voices](#) to help promote the growth of diverse, quality content in library collections; ACRL’s creation of [the ACRL Diversity Alliance](#) and their collaboration on the Women’s Leadership Institute; two speakers with expertise in diversity and social justice at ACRL’s 2017 conference; and ASCLA’s working group revising the Standards and Guidelines of Service for LC’s NLS for the Blind and Physically Handicapped.

Tools were provided for the 2016 Annual Conference to help people identify EDI-related content. EDI issues had a higher profile, addressed by speakers such as Michael Eric Dyson, Jazz Jennings, and Congressman John Lewis, and there was an increased focus on LGBTQ support especially following the Pulse nightclub shootings.

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.

In 2014-2015, ALA and ALISE leadership began a series of meetings to collaboratively address issues in both the process of accreditation and directions for future LIS education. In June 2015, two Task Forces were authorized by the ALA Executive Board, both to include members of key ALA constituencies and ALISE representatives, including the ALISE Council of Deans, Directors and Chairs.

The Task Force on Accreditation Process and Communication, chaired by Barbara Stripling, has completed its work. The ALA Executive Board has referred recommendations related to process improvements to the ALA Committee on Accreditation and referred a recommendation to develop a revised statement of core competencies for librarianship to the ALA Committee on Education. ALA Management is following up on additional recommendations. The initial reports will go to the ALA Executive Board at the 2017 Midwinter Meeting. The Task Force on the Context for Future Accreditation is continuing its work and is expected to report by year-end. To support this work, three ALA “type of library” divisions were asked to develop brief statements on directions in LIS; statements have been received from AASL, ACRL and PLA.

In parallel, ALA Management commissioned a “white paper” from John Carlo Bertot and Lindsay C. Sarin (John Bertot Consulting), based on Bertot’s prior research with the University of Maryland. Public information talking points are being developed based on the white paper “The Value of an American Library Association-Accreditation Library Science Degree: Serving Our Communities through a Professional Workforce” which was received in August 2016. The white paper has also been distributed to groups working on directions in LIS – including the 2016 presidential task force, the ALA Committee on Education, and the Task Force on the Context for Future Accreditation.

The white paper, the statements from ALA divisions and ongoing work related to competencies are all coming together to create a foundation for future professional preparation and continuing education.