ALA Executive Board
2018 ALA Midwinter Meeting

TOPIC: Context for Future Accreditation

ACTION REQUESTED: Discussion

REQUESTED BY: Mary W. Ghikas, Executive Director

DATE: February 12, 2018

Between 2015 and the end of 2017, ALA engaged in a number of discussions related to accreditation and charged two task forces, one on accreditation processes and communication and the other on the context for future accreditation. Both task forces reported by the end of 2016-2017 and a summary report, outlining all recommendations is attached (2016-2017 EBD#5.12).

While most recommendations have been referred by the Board to the relevant standing committees – in most cases either COA or COE -- for implementation, both reports contained "strategic" recommendations that require engagement by Management and the ALA Executive Board prior to engaging other bodies in next steps. (see Recommendation 3, 2016-2017 EBD#5.12) Further, the Task Force on the Context for Future Accreditation, while completing significant work, did not produce the "white paper" originally requested (see Recommendation 2, 2016-2017 EBD#5.12).

Because of the press of other work during the past six months, neither of these two recommendations has moved forward. Executive Director Mary Ghikas met with the ALISE Board of Directors (by conference call) on January 15 to update them on the status.

During the coming months, it will be essential to focus available time on critical change activities related to ALA's organizational effectiveness and finances. It seems reasonable to integrate the discussion of "strategic issues" into this larger endeavor, and to bring them forward in a sequence that fits with that discussion, over the next 18 months (recommendation 3). Further discussion, including discussions at the 2018 ALISE conference, suggest moving forward the broader discussion of our transforming and transformative profession, involving the practitioner community, employers and the academy, to build a shared knowledge base to support that and other work. I am currently working with colleagues to both frame that discussion and seek external support.

ALA Executive Board
June 13, 2017 – Conference Call

TOPIC: Task Force on the Context for Future Accreditation

ACTION REQUESTED: Action

DRAFT MOTION: The ALA Executive Board approves the recommendations for next steps on recommendations from the Task Force for the Context for Future Accreditation

REQUESTED BY: Peter Hepburn, Chair, TF on the Context for Future Accreditation Mary W. Ghikas, Senior Associate Executive Director, ALA

DATE: 7 June 2017

RECOMMENDATIONS FOR NEXT STEPS:

Following discussion, the ALA Executive Board, at its Spring meeting, received the Report of the Task Force on Context for Future Accreditation and asked that Peter Hepburn, TF Chair, working with ALA Management, come back to the Board with recommendations for next steps. Recommended next steps are as follows:

(1) Distribute the report, along with the report of the Task Force on Accreditation – Process and Communication, and the white paper developed for ALA by John Bertot, to various groups interested in LIS education and the direction of libraries and librarianship, including, but not limited to, the Association for Library and Information Science Education (ALISE), the ALA Committee on Accreditation (COA), the ALA Committee on Education (COE) and ALA Divisions. All necessary requests for specific action (e.g., to COA, COE and Management) have been made by the ALA Executive Board on receipt of the report from the Task Force for Accreditation – Process and Communication.

(2) Authorize the 2016-2017 ALA President and Management to develop a small, informal working group to bring together the significant data, background and thinking of the Task Force on Context for Future Accreditation with the recent work of ALA Divisions and the ALA Center for the Future of Libraries, as well as other appropriate groups, to develop a resource to support the ALA Committee on Accreditation in their ongoing work to develop revised Standards for Accreditation for approval by the ALA Council.

(3) Ask the 2017-2018 ALA President, working with the Board and ALA Management, to bring forward the various strategic issues raised by the two Task Forces related to accreditation, for discussion by the Board at future meetings of the ALA Executive Board.

(4) BACKGROUND:

The Task Force on the Future Context for Accreditation, along with the Task Force on Accreditation – Process and Communication, grew out of the work of an ALA Executive Board/Association for Library and Information Science Education (ALISE) working group, 2014-2015. Appointment of these two task forces was approved by the ALA Executive Board at the 2015 ALA Annual Conference (2014-2015 EBD#12.38), on recommendation of 2013-2014 ALA President Barbara Stripling. The task forces were appointed by 2015-2016 ALA President Sari Feldman. The Task For on Accreditation – Process and Communication was received by the ALA Executive Board in Fall 2016 (2016-2017 EBD#5.2.1), with all recommendations referred or held for further discussion by the ALA Executive Board as indicated on the attached summary.

The attached summary groups both actions already referred and those recommended for referral or other action in a single, integrated list, to facilitate a clear view of the synergy between the two Task Force reports. Recommendations are groups by action recommended. Note that the extensive individual process change recommendations are not listed individually, but are available in 5.2.1

> Group I – COA-focused recommendations
> Group II – COE-focused recommendations
> Group III – Specific recommendations within Management oversight
> Group IV – Transmittals to ALISE
> Group V – Additional working group
> Group VI – Strategic issues for further discussion

Additional Report Analysis:

◊   Group I –ALA Committee on Accreditation

The ALA Committee on Accreditation is charged by the ALA Council "*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.*" To "execute" ALA's program of accreditation, the COA has developed processes for reviewing programs in LIS education. Those processes and the communications directly related to them were, as charged by the ALA Executive Board, the primary focus of the recommendations from the Task Force on Accreditation – Process and Communications. The numerous recommendations from that Task Force were, therefore, referred to the ALA Committee on Accreditation, with a request to make an initial report to the ALA Executive Board at the 2017 ALA Midwinter Meeting, with a primary focus on proposed approach and timeline, as well as any concerns or issues that COA might want to discuss with the Board. The Chair of COA did report to the ALA Executive Board at the 2017 Midwinter Meeting to request an extension to accommodate COA's work schedule.

Recommendations #1 (the composition of the External Review Panel) and #5a (accommodation of interdisciplinarity) from the Task Force on the Context for Future Accreditation will provide additional perspective on both process and future standards for the ALA Committee on Accreditation.

◊   Group II –ALA Committee on Education

The ALA Committee on Education is charged "to have responsibility for developing and recommending the association's policies related to the full spectrum of education for all library and information studies personnel…." While ALA policy B.1.3, the Core Competencies of Librarianship, was initially developed by a special task force for approval by ALA Council, the maintenance and revision of that policy statement falls within the scope of COE's charge and COE has had initial discussion. Recommendation 2.1 (to

develop a revised Statement of Core Competencies) from the Task Force on Accreditation – Process and Communication was, therefore, referred to the ALA Committee on Education, for an initial report, primarily to focus on proposed approach and timeline, at the 2017 ALA Executive Board meeting. An extension was requested by COE, in order to address the recommendations from the TFCFA at the same time.

Recommendations #2, #5a and #6 from the Task Force on the Context of Future Accreditation all offer additional perspective and nuance related to the development of a revised Statement of Core Competencies, as well as for development of a regular schedule for future revisions.

◊   Group III – ALA Management

Some recommendations from the Task Force on Accreditation – Process and Communication were most effectively handled by ALA Management, often in consultation with other appropriate staff.

◊   Group IV – ALISE Board of Directors

As with the TF on Accreditation – Process and Communication, the TF on Context for Future Accreditation includes an explicit request to share information with ALISE, particularly the data and documentation gathered by the TFCFA in the course of their work.

◊   Group V – TFCFA Recommendation to appoint a new task force to develop a conception Statement

The TF on the Context for Future Accreditation was charged to develop a white paper describing the field for which we will be accrediting in the future and the context within which that accreditation will occur. This conceptual statement was intended to serve as a "background" for the work of the ALA Committee on Accreditation as it develops the next set of standards, in accordance with its Council-approved charge.

The TFCFA gathered significant data and documentation to support such a conceptual statement, but stopped short of developing a summary statement. At the same time, several groups within ALA were also gathering data and documentation on directions in the field and in libraries and related institutions. It would be valuable to bring these ongoing strands of work into the formation of a conceptual statement.

◊   Group VI -- Strategic issues for future discussion

Finally, both the TF on Accreditation – Process and Communication and the TF on the Context for Future Accreditation made recommendations which have fundamental strategic implications, may involve significant investments, and affect fundamental operations of the Association. While these questions may ultimately be referred by the Board to an existing standing committee or special task force, the initial discussion and exploration appropriately belongs with the ALA Executive Board itself. Further, to enable effective Board discussion, ALA Management needs to provide thoughtful advice on the appropriate sequence for discussion of issues, as well as background information not included in the Task Force reports. Questions raised by the two Task Forces relate and overlap.   Some of these questions were raised by the Congress on Professional Education over a decade ago.

GROUP	REFERRED TO	TOPIC	RECOMMENDATION FROM	RECOMMENDATION	OTHER NOTES FROM BOARD ACTION/DISCUSSION	STATUS
I	CTE on ACCREDITATION	Accreditation Process & Communications	TF on Accreditation Process & Communications	All recommendations in Report, except as noted below.	The Board requested an initial report at the 2017 Midwinter Meeting, focusing on (a) proposed approach and timeline, and (b) any other issues COA wished to discuss with the Board.	ALA Executive Board referred to ALA Committee on Accreditation. COA Chair met with the ALA Executive Board; additional time requested to develop timeline.
	CTE on ACCREDITATION	Process	TF on Context for Future Accreditation	Recommendation #1 - Composition of ERP	TF on Accreditation Process & Communication also made recommendations related to ERP	Recommendation: refer to COA, to address along with other Process recommendations
	CTE on ACCREDITATION	Accommodate inter-disciplinary	TF on Context for Future Accreditation	Recommendation #5a: better accommodation of interdisciplinarity in LIS	Growing interdisciplinarity has implications for the work of both groups.	Recommendation: Refer this recommendation to COA (for current work on process restructure) and COE (to inform current consideration of competencies.

II	CTE on EDUCATION	Core Competencies	TF on Accreditation Process & Communications	Recommendation 2.1, Develop revised statement of competencies	The Board requested collaboration with TF on Future Context for Accreditation, 2016-2017 Presidential TF, and Center for the Future of Libraries, as well as ALA Divisions.	ALA Executive Board referred to ALA Committee on Education. Initial report focusing on approach & timeline requested MW2017. COE requested extension.
	CTE on EDUCATION	Core Competencies	TF on Context for Future Accreditation	Recommendation #2 -- Relationship between competencies and standards	TF on Accreditation Process & Communication also made recommendations related to ERP	Recommendation: Refer to COE at this point. While COA ultimately has responsibility to develop standards for Council approval, at the broad conceptual level (what does the field require of LIS education), this recommendation should initially be discussed by COE.

	CTE on EDUCATION	Core Competencies	TF on Context for Future Accreditation	Recommendation #6: Cyclical examination of core competencies	TF on Accreditation Process & Communication recommended revision of ALA statement of core competencies. This goes on essential step further and recommends development of a cyclical schedule for review.	Recommendation: Refer to COE, plus IFC and COD. While COE is the appropriate standing committee to handle review of core competencies, it is important to note that no single ALA standing committee, as currently charged, has responsibility for the ALA statement on core values. Looking at both the current statement of core values and the charges of existing standing committees, IFC and COD in collaboration would provide a solid base consideration.

	CTE on EDUCATION	Accommodate inter-disciplinary	TF on Context for Future Accreditation	…	…	Recommendation: Refer this recommendation to COA (for current work on process restructure) and COE (to inform current consideration of competencies.
III	ALA Management	Information & Training	TF on Accreditation Process & Communications	Recommendation 3.10 (list of COA/ERP veterans) and 10 (training for COA, ERP members, programs and members)	ALA Management to work with ALA Office for Accreditation on implementation.	In process.
	ALA Management (Exec. Dir.)	Staffing and support	TF on Accreditation Process & Communications	Recommendation 11.4	Report to ALA Executive Board as part of the FY2018 budget process.	Implementing JURA system (productivity software) with FY2018 budget
	ALA Management (Exec. Dir.)	Communication to ALA Members	TF on Accreditation Process & Communications	Recommendation 16 (Communication re. accreditation process and value to profession)	Related work (John Bertot white paper) & subsequent ALA statement. Long-term action requires engagement across Association.	In process.

	ALA Management	Review accreditation stds of other professions with growing interdisciplinarity	TF on Context for Future Accreditation	Recommendation #5b: "the accreditation process should consult the accreditation standards put forth by similar disciplines."	This work can be efficiently pursued through a short-term, focused contract with someone experienced in accreditation, with results to be referred to COA and other groups as appropriate.	Recommendation: Refer to ALA Management, with results shared with ALA Executive Board, ALA Committee on Accreditation, and other groups as appropriate
IV	ALISE Board of Directors	Communication	TF on Accreditation Process & Communications		Board formally requested transmittal of Report and initial Board actions to ALISE Board of Directors, with expression of appreciation for their collaboration.	Transmitted, Fall 2016
	ALISE Board of Directors	Data and documentation	TF on Context for Future Accreditation	Recommendation #4: Share survey data and any supporting documentation with ALISE	Recommendation includes both ALISE Board of Directors and ALISE Council of Deans & Directors.	Recommendation: Transmit data and document to ALISE & CDD as indicated.
V	**TF TBD**	Statement on Context for Future Accreditation	TF on Context for Future Accreditation	Recommendation #3 - Conceptual Statement	This recommendation was the core charge to the TF. While there was significant data gathering and discussion, the TF focused on other issues, including process. Recommendation	Recommendation: Small, short-term TF: Reps from AASL, ACRL, PLA, LLAMA, Center for Future of Libraries, TF on Process, TF on Context & Chair. One-year timeline.

				indicates involvement from both Process and Context TFs.		
	TF TBD	Questions for Exploration	TF on Context for Future Accreditation	Recommendation #10: Explore ways to narrow or close the gap between LIS education and needs of employers and/or graduates	Several groups within ALA have recently or are currently wrestling with this issue, including PLA, LLAMA and others.	Recommendation: Small, short-term TF: Reps from AASL, ACRL, PLA, LLAMA, Center for Future of Libraries, TF on Process, TF on Context & Chair. One-year timeline.
VI	HOLD - Future Discussion by ALA Executive Board	Strategic Recommendations	TF on Accreditation Process & Communications	Recommendation 1.8 - Expansion of ALA/COA Accreditation Mandate (international, I-Schools, association collaborations, continuing education); 11.1.a -- Reconsider the business model.	Recommendations held for Board discussion because of the potential strategic impact of recommendations, as well as potential investments required. See recommendations from TF on Context for Future Accreditation	On hold pending further discussion by the ALA Executive Board.

	HOLD - Future Discussion by ALA Executive Board	Questions for Exploration	TF on Context for Future Accreditation	Recommendation #7: Explore "Questions for Consideration"	"Questions for Consideration" (p11-12 in Report) include the possible trajectory of change, encouragement and recognition of innovation in both pedagogy and curriculum, inclusivity of various degree levels and alternate credentialing structures, partnerships for accreditation and multiple degree accreditation.	Recommendation: This recommendation has significant potential strategy consequences. (a) Refer to ALA Management to develop a sequence and framework for ALA Executive Board discussion. (b) Calendar a series of discussions beginning MW2018.
	HOLD - Future Discussion by ALA Executive Board	Questions for Exploration	TF on Context for Future Accreditation	Recommendation #8: Explore alternative or complementary education models.	Among the alternatives for exploration are alternate degrees, competency-based assessments, standardized licensure, formal continuing education requirements	…

	HOLD - Future Discussion by ALA Executive Board	Questions for Exploration	TF on Context for Future Accreditation	Recommendation #9: Explore partnerships in accreditation	The TF report raises the possibility of collaborative accreditation processes involve U.S. and Canadian groups only or beyond.	…
	HOLD - Future Discussion by ALA Executive Board	Questions for Exploration	TF on Context for Future Accreditation	Recommendation #11: Develop comprehensive skills accounting	The approach to this will be affected both by work currently underway (e.g., work on competencies, ALA Connect) and by directions potentially arising from proposed discussions of the ALA Executive Board	….