

AMERICAN LIBRARY ASSOCIATION EMERGING LEADERS 2024 Team D: Final Report

Charlotte Hinniger
Carrie McClain
Ashley Mitchell
Hayley Park
Alison Van Norman



TABLE OF CONTENTS

INTRODUCTION	4
TEAM MEMBERS AND GUIDES	5
CORE MEMBER GUIDE:	5
CORE STAFF LIAISON:	5
EMERGING LEADERS TEAM D MEMBERS:	5
PROJECT OVERVIEW	6
DELIVERABLES	6
PROJECT DEVELOPMENT	7
WORK DIVISION	8
OUR POSITIONALITY	8
PRELIMINARY RESEARCH	9
METHODS	10
SURVEY CREATION	10
SURVEY DISTRIBUTION	11
COLLABORATION WITH CORE LEADERSHIP	11
SURVEY FINDINGS	11
LIMITATIONS	15
SURVEY	15
DISCUSSION	15
DELIVERABLES	17

RESOURCE GUIDE	17
RECOMMENDATIONS	19
<u>CONCLUSION / NEXT STEPS</u>	<u>20</u>
<u>ACKNOWLEDGMENTS</u>	<u>20</u>
<u>APPENDIX A - PROJECT DESCRIPTION</u>	<u>22</u>
<u>APPENDIX B - SURVEY QUESTIONS</u>	<u>24</u>
<u>APPENDIX C - SURVEY QUESTION NETWORK VISUALIZATION</u>	<u>28</u>
<u>APPENDIX D - SURVEY ANALYSIS SLIDES</u>	<u>29</u>
<u>APPENDIX E - RESOURCE GUIDES BOOKLET</u>	<u>38</u>
<u>APPENDIX F - RECOMMENDATIONS</u>	<u>72</u>

Introduction

One of the newest divisions of the American Library Association (ALA), Core: Leadership, Infrastructure, Futures, tasked the 2024 Emerging Leaders (EL) Team D cohort with crafting a series of recommendations for students and new professionals that will provide career guidance, examples of potential career pathways, and access to professional development opportunities across all six sections of Core. At the time of this project, Core has 4,214 total members. Core's six areas of focus include Access and Equity, Buildings and Operations, Leadership and Management, Metadata and Collections, Preservation, and Technology. The number of members per section are as follows:

- Access and Equity: 1,167
- Buildings and Operations: 812
- Leadership and Management: 2,010
- Metadata and Collections: 1,785
- Preservation: 398¹
- Technology: 1,557

Core's mission is to “cultivate and amplify the collective expertise of library workers in core functions through community building, advocacy, and learning”. Team D strived to support this mission by creating a series of resource guides for each section that provide useful information in a concise, web-based format. Current and potential Core members may be visiting the website in search of career guidance, mentorship, and professional development opportunities, but the current Core website has extensive pages and links that may be overwhelming at first for visitors to navigate. Core provides ample access to each of these things and having them all located in an easy to find, visually engaging, and stylistically consistent place on the website would be advantageous for visitors and the Core division. Team D's resource guides combine these components into an invaluable resource that will provide career development guidance and promote the benefits of joining Core.

¹ The Preservation section of Core was started in 2023

To obtain more information on the career goals, needs, and challenges faced by new and seasoned professionals who are in core positions in library organizations, Team D conducted a survey prior to completing the section resource guides. The survey provided deep and useful insights that assisted the team in compiling resources for each section. The survey also provided detailed information that the Core division can use to increase membership and meet the needs of their current and future members. This report will delineate our project progress from start to finish and includes our preliminary research, project development, survey analysis, resource guide creation process, and future recommendations for Core leadership to assist members with their career development.

Team Members and Guides

Core Member Guide:

Margaret Heller, Core Past President, Head of Digital Services, DePaul University

Core Staff Liaison:

Amber Robbin, Core Membership and Marketing Manager

Emerging Leaders Team D Members:

Charlotte Hinniger - Teen Services Librarian, Allen County Public Library

Carrie McClain - Chief Equity, Diversity, & Inclusion Officer, Tulsa City-County Library

Ashley Mitchell - Adult Services Librarian, Camden County Library System

Hayley Park - Adult Services Librarian, King County Library System & Ph.D. Student, University of Maryland, College Park

Alison Van Norman - Outreach & Marketing Librarian, Elon University

Project Overview

The project assigned to our team had numerous components and deliverables. The overarching goal of the project was to provide structured career guidance for students and new professionals who are interested in gaining expertise in any of Core's six sections. Core communicated that the expected outcome of this project is a simple but well-crafted set of recommendations for types of career paths available in each section, and what steps will help to reach that goal. The recommendations would be formatted ideally in a web resource and a webinar (or series of webinars) that will provide the relevant information for each section. You can find the full project description from Core in Appendix A.

Team D decided to create web-based career resource guides that would provide our target audience with useful information on career development and potential pathways to successful careers in each of Core's six sections. We conducted a survey beforehand to ensure that we included information in our career resource guide that is most relevant to students and early professionals. The survey also provided insightful information that Core leadership can use to increase membership, accessibility, and visibility of the division and its many resources and professional development opportunities.

Deliverables

Our deliverables include a survey with detailed analysis, final report with future recommendations, poster presentation with project highlights, a project summary video, and six detailed section resource guides that include career pathways, specialty skills, professional development opportunities, and an invitation to join Core and network with colleagues. These resource guides will be available on Core's website for Core members to use for professional development. The guides will also be visible to potential new Core members with the thought that showcasing the breadth and depth of available professional development guidance and resources for a wide range of library careers will be a strong incentive to join Core, since some content within each guide is available for members only.

Project Development

Throughout the scope of the project, our plan of action changed directions a few times. We began brainstorming ideas for our deliverables in January at the 2024 LibLearnX Conference in Baltimore, MD. The team reached out to Margaret Heller a few days after the conference and scheduled a meeting to obtain additional input from Core leadership on how to proceed. We wanted to ensure that our chosen deliverables met the expectations of the assignment as well as the needs of the Core division. We initially decided on a webinar and a web resource or toolkit that would help students and new professionals select a career pathway that was a good fit for them. We then decided to create and disseminate a survey that would help us assess the career goals and professional development needs of students and new professionals before we proceeded with the toolkit and resource guides. However, we changed course and decided to focus more on the career resource guides instead of the toolkit for our web resource. The career resource guides would provide a more concise and accessible framework for a successful career in each of Core's six sections.

The survey provided the team with invaluable insight into the career goals, needs, and challenges of new and seasoned professionals who are in "behind the scenes" core positions in library organizations. Evaluating the team's capacity and the project deliverables' scope, we decided to focus on building resource guides rather than creating a webinar. This decision was partly based on accessibility – a webinar can be lengthy and challenging to navigate, whereas a career guide can be read quickly and easily referenced on Core's website. Core Leadership was aware of this change and provided us with guidance throughout the project development. Recognizing the usefulness of webinars and the level of expertise and familiarity required for introducing each session, the team recommends that a webinar focusing on career development in Core's six sections be facilitated by the Core Section Leaders as a future project.

Work Division

The team divided the workload based on the strengths of each team member. With input from the team, Ashley and Hayley worked on the survey instrument and disseminated the questionnaire through multiple channels. Ashley also created the introduction for Core's promotional blog post with the survey details and link. Hayley completed an extensive survey analysis and assisted team members with making relevant data connections that enhanced the content of our resource guides. Each team member worked on a resource guide for one of Core's six sections, with Charlotte taking on two sections. The structure of the resource guides was created by Alison. Charlotte also created the slide infrastructure for our project summary video, as well as compiling all of the team members audio clips and editing the video to prepare it for submission. Hayley led the creation of the final report, determining the structure and taking on most of the writing, including our recommendations. Hayley was also instrumental in project management for our team—she created a detailed project tracker to clearly divide up tasks and make sure all deadlines were met. Ashley wrote the introductory pages of the final report. Alison edited our final report for clarity and style, created a booklet style format of our resource guides (Appendix E), and designed a one-page handout of our recommendations (Appendix F). Alison also designed the poster to be presented at the ALA Annual Conference and will work with Core on uploading our content to their website after we present to the Core board at ALA. Ashley coordinated the giveaways for the poster table and requested meetings with our Core liaison when necessary. Carrie communicated frequently with Core leadership on the team's behalf and presented our project progress at a Core section leaders meeting in April 2024. All team members contributed to the final report, project summary video, and poster.

Our Positionality

Reflecting on our positionality as a team is crucial for maintaining transparency and identifying potential limitations, biases, and backgrounds, and enhancing the integrity of the research process and its outcomes. We acknowledge that our perspectives are

informed by our professional and lived experiences. As a team, most of our team members come from public library background with one member from an academic library, all with varying years of experience and professional affiliations. Each of us brings to the team and the project a unique perspective grounded in our past experiences, which covers a wide range of geographical regions, career developments, and working styles. At the same time, we recognize that our experiences do not fully encompass the entirety of the broader institutional contexts of each Core section and the larger LIS field represented inside and outside ALA. As emerging leaders, we position ourselves as new professionals seeking to deepen our understanding of the Core sections. Our aim for this research is to provide a framework to assist new professionals embarking on their career journeys rather than to offer section-specific expertise. As a team, we realize the gap in representation in non-traditional information environments, including independent, institutional, corporate and research settings, and emphasize the importance of a wide range of representations in library settings, career stages, identities, etc., in future Core projects.

Preliminary Research

To ground ourselves in the project's context and enhance our familiarity with the ALA Core division, our team extensively explored each of the Core sections' web pages and learning resources. Throughout this process we noted a lack of clear linkage between Core web pages, especially for the Member Center menus, complicating the discovery of valuable professional development information such as volunteer and scholarship opportunities. We also identified broken links on existing pages, further complicating the discoverability of existing Core resources.

A substantial realization that the team had during this preliminary research phase was that significant overlaps exist among the Core sections. For example, the Metadata and Collections section career pathways overlap with nearly all the other Core sections and have multiple potential career pathways. Technological advances in the preprocessing of library materials have led to the automation of many duties that were previously done by technical services staff in support positions. This changes the traditional career trajectory

of catalogers and copy catalogers. Professional cataloging librarians and department heads also may see changes to traditional career pathways as well with things like e-content management being placed under their purview. While our team found the existing Core Section Intersection Visualization graphic to be helpful in seeing the relations, we also felt that we needed further insight and a better tool in exploring the extent of overlap in each of Core's six sections and determine the most relevant career pathways for library workers in those areas of intersection. This need is reflected in our list of recommendations (Develop an Interactive Career Mapping Tool).

Because of the vast nature of Core as an ALA division and all the areas of potential overlap between Core sections, the team felt the scope of the project beginning to creep. To mitigate this scope creep and to ensure that we met the goals of the project, we decided to gather direct input from both Core and non-Core library workers of various classifications via an online survey. It is important to note that this preliminary research was conducted before the latest ALA web migration in early May 2024. Thus, our assessment may not accurately reflect the website's current state.

Methods

Survey Creation

Our team used an online survey method to collect data, aiming to evaluate Core's current performance and identify the areas of strength and improvement, primarily focusing on students and early career professionals. We selected survey questions from an initial pool of 52 options gathered from various sources (e.g., team discussions and surveys conducted by professional library associations and their subsections such as BCALA, Emerging Leaders projects, PLA user surveys, and school library advocates). The finalized survey consists of 25 thoughtfully curated questions designed to assess different aspects of career trajectories and professional development experiences of library workers within and outside the Core section. These questions underwent review by the Core leadership

team, with their feedback incorporated into the final output (see Appendix B - Survey Questions). The survey includes both open-ended and multiple-choice questions and covers the following key areas: respondent profile, professional membership and network, Core experience, professional resources, and career interest and trajectory (see Appendix C - Survey Question Network Visualization).

Survey Distribution

The survey, created using SurveyMonkey for its internal logic expansion and data visualization features, was open to all library workers who received the link for two weeks, from 4/4/2023 to 4/19/2024. During this period, we received 409 responses, which were instrumental in identifying the areas of needs, interests, and opportunities for future growth for current and future Core members, as well as for the Core division as a whole. Our team primarily distributed the survey across various ALA Connect platforms including ALA Member Connect, PLA, ACRL College Libraries, Core, RUSA, Spectrum Scholars, Emerging Leaders, EMIERT, SRRT, etc., as well as related professional networks such as BCALA Listserv, and New Jersey State Library Association. Additionally, we contacted MLIS school networks, such as the University of Washington MLIS Program to gain direct input from MLIS students.

Collaboration with Core Leadership

To emphasize the context and purpose of the project in partnership with Core, we actively pursued opportunities to collaborate with the Core team and obtained support for the survey branding. The Core team supported our work by inputting the final questions into the SurveyMonkey platform, creating a promotional blog post which was distributed on the Core blog and LinkedIn pages, and by sharing the organizational network and resources with our team.

Survey Findings

See also Appendix D - Survey Analysis Slides

Respondent Profile:

The majority of survey respondents were found working in public libraries (53.06%) and academic libraries (37.41%). Other notable information settings included state, school, and prison libraries, as well as graduate schools. A significant 66% of respondents identified that their current positions require an MLIS degree, which makes sense given the prevalence of "librarian" in their job titles. Over 40% of respondents are mid-career professionals, with 30% in early career stages and a smaller portion representing senior positions and students. A notable trend was the presence of professionals with extensive paraprofessional experience or work experience in other fields, such as social work or education, prior to earning their MLIS degrees. Their career experience was not well reflected in the linear career stage grids. Many (approximately 41%) self-identified job titles included managerial roles, reflecting Core's emphasis on leadership, infrastructure and futures. The survey also revealed that there tended to be a lack of titles specifically addressing specialty roles that are unique to each section. There was an obvious lack of job titles that included the keywords, "preservation" or "DEI" in the job titles. We found that there was a significant overlap among the job and section specialties. For example, a strong presence of technician positions was found in Metadata and Collections or Buildings and Operations areas, as well as access-centered roles in preservation. This data correlates with the fact that much like the Core division and sections, many library positions are cross-functional, with job duties spanning across multiple different areas that sometimes compete.

Professional Organizations and Core Membership:

75.26% of respondents are members of professional organizations. Among those, 27.38% identified as Core members. More than half of the respondent pool were unfamiliar with Core. The most common discovery routes for Core were professional platforms, colleagues, professional conferences such as ALA, Core Conferences and professional weeks, and surprisingly, through this Core Emerging Leaders survey on the ALA Connect pages where it was distributed.

Core Section Experience and Relevance:

There was a notable misalignment between the experiences or interactions that respondents had with Core sections versus the relevance of Core sections to their work (see Appendix D, slide 12). Most respondents to the survey were not involved in Core, but among those who responded indicated the most positive experiences with Leadership and Management, followed by Metadata and Collections, Access and Equity, Technology, and Buildings and Operations. In terms of relevance to respondents' current positions, respondents indicated Access and Equity most frequently, followed by Leadership and Management, and Technology.

Professional Resources and Network:

Of 384 respondents, 81 (21.09%) used Core webinars, and 43 (11.44%) out of 374 used Core online resources. This low usage indicates a need for significant promotion of Core resources, and our individual section resource guides. Upon speaking with the Core team, our team learned that there has been a communication with ALA Connect discovered in February 2024, which affected nearly 2000 Core members. Those members have not received emails from their sections for the last 18 months due to a technical error. Upon discovering the issue, the Core team has been working with the ALA leadership to resolve the issue and actively reached out to their members to reconnect with their sections via preferred communication methods. So, the low usage of involvement and Core resources might result from the communication issue, which is scheduled to be enhanced this summer, rather than the usefulness of the resources. In fact, among those who identified as having used the Core resources, all (100%) found them “useful” to varying degrees. Reasons for attending included cost-free options, continuous professional development related to metadata and cataloging webinars, and thematic events like Intellectual Freedom Week. As for the resource type, respondents mostly preferred webinars, workshops, and resource guides. One respondent noted, “I use resource guides all the time for referral to others and for my own reference.”

Career Interests:

The respondents were interested in expanding their professional network (63.54%), advancing in their current positions (59.64%), and providing and receiving mentorship (42.19%). Other interests include burnout prevention, retirement planning, scholarships, learning new skills, and transitioning between library settings (e.g., from public to academic). For those in academic settings, guidance on promotion and publication was also indicated as an interest.

Desired Resources for New Professionals:

The survey respondents express a strong desire for various resources including mentorship, networking opportunities for social and professional support, and scholarships for financial assistance—especially for new professionals. They also wish they had guidance on setting boundaries for self-advocacy, connections within the BIPOC librarian community, and access to online chat groups for social support when they first started their careers in libraries. Additionally, there is a demand for practical, hands-on training in cataloging standards, job transition support, and guidance on academic publishing, promotion, and research.

Additional resources for professional development that were listed by respondents include free access to data, continuous learning to stay updated on emerging trends, becoming an organizational asset, emerging technology discussions (including privacy), scholarships for graduate school, continued education, and conferences, working with and in library unions, leadership from the side (not necessarily upward advancement), budgeting, and BIPOC resources.

In conclusion, promoting inclusivity through scholarships and enhancing familiarity with Core resources are essential to addressing current limitations and supporting the professional development of new and existing members.

Limitations

Survey

The survey results are limited to what our members and the Core team have access to, primarily ALA Member and Section Connect forums, and each of our individual professional networks. Since we had such a small percentage of respondents identify as students, we may not know the best avenues for reaching current MLIS students for their input and feedback. As ALA membership and the division involvement necessitate an annual registration fee, access to the survey on ALA platforms may have been restricted by the financial requirement of association and/or division membership. In other words, this financial burden might have disproportionately excluded students and new professionals who are non-ALA members from providing input. This limitation underscores the need to consider scholarship recommendations below. Both ALA and Core have student membership price options, totaling \$73 annually (\$43 for ALA membership, \$30 for adding Core membership). These student membership rates are heavily discounted from regular membership rates with the intention of alleviating the financial burden. While these discount rates do help to get more member in the door of these professional organizations, there are also often additional costs for resources like attending webinars and taking professional development courses.

Discussion

During the survey creation and discussions with Core section leaders, we realized that the project outcome could benefit a wider range of audiences than initially anticipated. Core, being a relatively new division within ALA, offers opportunities for students, and new professionals, the initially intended target audiences, as well as seasoned professionals to gain insights into professional advancement and potential career trajectory changes. The survey findings corroborated this realization, with self-identified “mid-career” members seeking continuing education and “senior” members

seeking resources on retirement planning and looking for opportunities to provide mentorship. Core currently has a mentoring program which launched in November of 2022, led by the Leadership Development and Mentoring Committee. It has gone through two cycles with the first consisting of 43 mentor/mentee pairs, and the second consisting of 23 pairs. Although the numbers for the second iteration have decreased, the committee still considers it to be a great success, having received positive feedback from all participants. Before starting the next iteration, it seems like an ideal for the committee to assess the program so far and make any changes to their marketing to increase numbers and inform new members of this opportunity.

The survey data revealed a noticeable need for career transition and wellness training, as a significant number of respondents expressed interest in combating burnout and preparing for retirement, as well as joining BIPOC-specific affinity groups.

The Access and Equity section appears to have the least amount of internal professional development resources available, which is a significant finding when it's noted that most survey participants found the Access and Equity division to be the most relevant section to their current positions. The open coding that our team did to determine values and soft skills for each section found inclusivity, the ability to work with and support a diverse population of patrons and colleagues, and a commitment to diversity, equity, and inclusion highlighted in all six Core sections. This calls attention to a clear area for growth and collaboration for Core with DEI specialists, both within and outside the LIS field, to incorporate more pertinent materials aligned with the current direction of the profession.

Moreover, the current Core resources primarily focus on technical practices and navigating career development within an organizational setting. However, leadership transcends individual job roles or specific organizations. There is a need to expand the concept of leadership within Core and the broader LIS field, even when a member is not in an administrative position. Providing examples of career development for those interested in critical engagement, e.g., library research or peer and community support in the field, will help retain and empower talent within the LIS field and nurture future thought and action-driven leaders.

The survey responses revealed that the concept of a career path is no longer confined to a linear organizational ladder, as people move from one organization to another, or from one professional area into LIS in their later careers. Career resources now should include the transition and exploration across various related fields such as social work, business, and public administration. Also, there is a pressing need to incorporate and give credit to paraprofessional experiences prior to earning an MLIS, along with thoughtful reflection on non-MLIS degrees and experiences within the field. This reflection should consider factors such as financial burden, time commitment, and specialty, aiming to empower library workers to make informed decisions about their career trajectories.

Deliverables

Resource Guide

To meet the specified deliverables in the Core Project Description, each of our team members took the responsibility of creating a guide for each section as follows:

Access & Equity	Carrie
Buildings & Operations	Charlotte
Leadership & Management	Charlotte
Metadata & Collections	Ashley
Preservation	Hayley
Technology	Alison

The purpose of creating the resource guide was to improve the shortcomings we experienced during the preliminary research process. Adapting from the LibGuide, we focused on relevance, user-friendliness, and the quality of the content and decided on a consistent structure that provides a straightforward yet thorough overview of each section in the following format. “Essential Specialty Trends” was created based on the user

response via the survey that specifically demanded ways for current practitioners in each section (specialty) to stay up to date on emerging trends and engage in continuous learning. During the meeting with the Core section leaders, our team learned about the alignment between the identified user needs and Core's future direction, as some of the sections are already planning on making the section trends information available to their members. To ensure the quality of the content and to acknowledge the potential impact of our work on each section, each of our team members reached out to the corresponding section leaders as subject experts to seek and receive feedback.

Each section resource guide is structured as follows:

- Section Description
- Essential Special Skills
 - Values
 - Soft Skills
 - Technical Skills
- Essential Specialty Trends
- Career Pathways
 - Career Trajectory Examples
- Core Resources
- Additional Resources
- Professional Organizations/Groups
- Core Involvement Opportunities

The content materials were gathered from various sources: from the existing Core website and section descriptions, and text mining from the strategic keyword searches. The essential skills and job titles were extracted from a combination of keyword searches from the ALAJobList, career pathways information available on U.S. MLIS Program websites, and professional articles and publications. The career pathways and trajectories were created based on the survey data input. These trajectories are designed to be position-based and

focus on "experience-based" development, offering a more comprehensive view of potential career paths. This approach aims to provide users with valuable insights into how their experiences can shape their professional growth, thereby making the resource guide a more practical and valuable tool. Additionally, based on survey data, our team has developed several sample career trajectories, which are included in the Resource Guides Booklet in Appendix E.

Recommendations

Based on our research, here are our recommendations for the Core division:

- Enhance Membership Accessibility: Introduce a scholarship model or better promote the existing scholarship opportunities to support membership and webinar costs, making them more affordable and inclusive for all potential members.
- Continue to Develop a Robust Mentorship Program: Continue to build on the existing progress on a structured and comprehensive mentorship program that supports students and early career professionals and allows experienced librarians to share their knowledge widely. After the next cycle completes, assess the program so far with participant surveys, and reassess the marketing plan to increase numbers and inform new members of the opportunity. Mentorship provides effective social and professional support and be instrumental in improving library workers' morale on both the providing and receiving ends.
- Introduce Website Navigation Support: Include a dedicated section on the Core website for introducing and navigating the platform, making it easier for new members to utilize its features effectively. This will be especially helpful with the new web platform that was implemented in May 2024.
- Create a Core Website Maintenance Plan: Ensure the Core website is up-to-date and easily navigable. Implement a comprehensive maintenance plan to keep the website clean and functional (running checks for broken links, etc.), and keeping the trends sections current, relevant, and up to date. This will be especially necessary for keeping the section resource guides relevant.

- Collaborate on Webinars: As seen in the misalignment between the Core Section Experience and the Core Section Relevance per current position in the survey analysis, there needs to be an effective way to reflect the member interest. Consider conducting member surveys and partnering with field experts to co-create webinars to enrich the content.
- Promote a Virtual Asynchronous Support Model: Reimplement the "Ask a Core Member" option on the website where potential and current members can ask questions and receive prompt responses from the Core team. This should be prominently featured on the Core homepage.
- Develop an Interactive Career Mapping Tool: Consider potentially partnering with the Technology section to design an interactive career mapping visualization that allows users to explore various career paths based on their unique determining factors, providing a personalized and engaging experience.
- Consider supporting Non-Linear Career Trajectories: Explore ways to acknowledge years of experience and skillsets prior to acquiring an MLIS degree in a practical and effective way and incorporate them into building career pathways.

Conclusion / Next Steps

In conclusion, the Emerging Leaders project provided us a valuable opportunity to work with the Core Section and to develop our leadership skills. By implementing the recommended strategies, our team hopes the Core can enhance its offerings and better support its members. Tailoring the project scope to the capacities of participants ensures a more effective and impactful program, ultimately fostering the development of future library leaders.

Acknowledgments

Our team would like to sincerely thank those who supported us in this project. Special thanks to the Emerging Leaders Program officers, the Core Team, including Amber

Robbin, Julie Reese, and Mia Blixt-Shehan, and the current Leadership team, including Wendy Tressler and Margaret Heller, and each of the six section leaders. We also want to thank our sponsors, the Core and Asian Pacific American Librarians Association (APALA), and each of our libraries for supporting us in this program. Most importantly, we value all the survey participants who provided their insight and are doing meaningful work every day as library workers.

Appendix A – Project Description

Unit/Organization Submitting Proposal

Core: Leadership, Infrastructure, Futures

Project Title:

Following Core's Career Pathways

Project Description:

Core, the newest division of ALA, represents the leaders and maintainers of libraries, with members who are the “core” of their libraries. As technology has shifted the way we work, library workers need to have a broad knowledge of cross-functional workflows, but still need deep expertise in specific areas of work. This project will help students and new professionals understand how to approach their training and professional development to develop skills across all of Core, and how they might attain expertise in one of the areas represented by Core's six sections.

Expected Goals and Outcomes (State clear deliverables):

The expected outcome for this project is a series of recommendations for students and new professionals, which ideally will be both a web resource and a webinar or series of webinars. The Emerging Leaders would spend a few weeks determining a structure that would work for new professionals, and then spend some dedicated time working with the leadership teams or relevant committees of each Core section to determine recommended resources and pathways for jobs held by members in each section, as well as general skills that are cross-functional. They can incorporate resources already created by Core, or those recommended by experts. The outcome should be a simple but well-crafted set of recommendations for types of career paths available in each section and what steps will help to reach that goal.

What are the next steps for this project:

This project was defined in the Core Strategic Area 2: Career Building and Recognition, which aims to help members develop skills throughout the course of their careers, and recognize and support professionals at all stages. Core section leaders are prepared to work with Emerging Leaders on this project and support them in whatever way they need.

How does the organization intend to incorporate this project?:

Core intends to make this resource available on our website, and create webinars for Emerging Leaders to present this work to students and new professionals. We expect to present it at future Core orientations and send it to new members.

Member Guide**What is your connection/interest to this project:**

Have guided the idea for this project and offered to take it on when the original committee didn't have capacity

Additional Comments/Other Information:

Wendy Tressler, President of Core, will be meeting with the EL team at the LLX Working Lunch.

Appendix B - Survey Questions

Survey Introduction:

As part of the 2024 Emerging Leaders Project, we invite your participation in this survey to evaluate the needs and preferences of Core members, spanning both new and seasoned library workers. Your input will directly contribute to the development of recommendations aimed at assisting students and new professionals with creating career pathways of their interest(s). These recommendations will be presented at the 2024 Annual ALA Conference in San Diego this June and will be available on the Core website, providing valuable guidance on career pathways and necessary skills across Core sections. All responses will remain anonymous and will be solely utilized for the 2024 Core Emerging Leader project. Completion of the survey is anticipated to take approximately 5-7 minutes. Your input is highly appreciated.

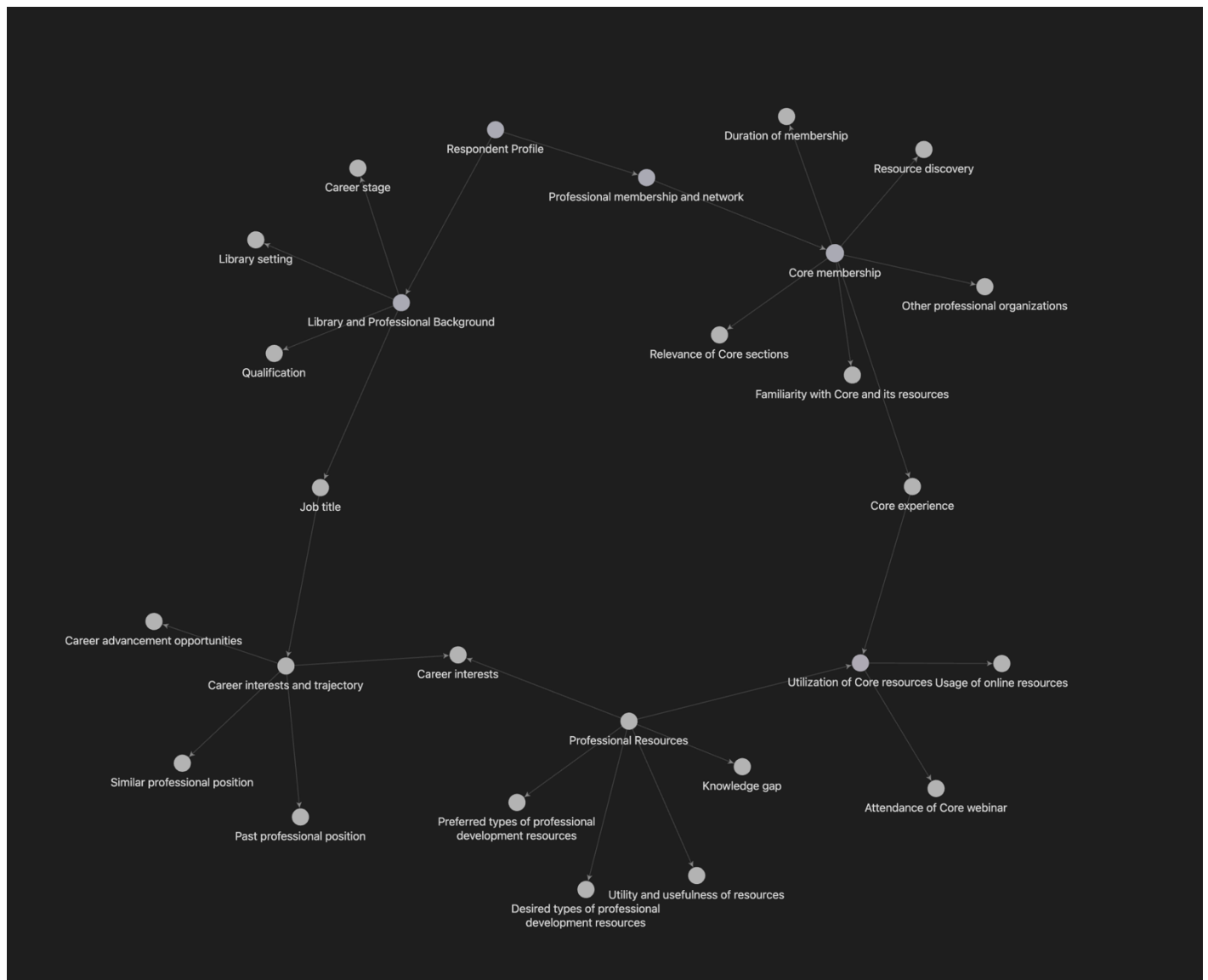
1. What type of library do you work in? (one answer)
 - a. Academic
 - b. Public
 - c. Special
 - d. Corporate
 - e. Other (please specify)
2. What is your current position? (open ended)
3. Does your current position require an MLIS/MLS degree? (one answer)
 - a. Yes
 - b. No
4. What stage are you currently at in your career? (one answer)
 - a. Student
 - b. Early career
 - c. Mid-career
 - d. Senior
 - e. Other (please specify)

5. Are you a Core member? (one answer)
 - a. Yes (proceed to Q6)
 - b. No (proceed to Q7)
6. How long have you been a member? (one answer)
 - a. <1 year
 - b. 1-2 years
 - c. 2-3 years
 - d. 3-4 years
7. Are you a member of other professional organizations? (one answer)
 - a. No
 - b. Yes (please specify)
8. Which section(s) within Core are most relevant to your current position? Select all that apply. (multiple answers)
 - a. None
 - b. Access and Equity
 - c. Buildings and Operations
 - d. Leadership and Management
 - e. Metadata and Collections
 - f. Preservation
 - g. Technology
9. How familiar are you with the Core Division and its learning resources? (one answer)
 - a. Not familiar
 - b. A little familiar
 - c. Familiar
 - d. Very familiar
10. How did you learn about Core? Select all that apply. (multiple answers)
 - a. Professional platforms (ALA Connect, Listservs, etc.)
 - b. Professional conferences (ALA, PLA, ACRL, etc.)
 - c. By attending training and learning resources

- d. From colleagues
 - e. From school
 - f. Keyword search
 - g. Social Media
 - h. Other (please specify)
11. What are your career interests? Select all that apply. (multiple answers)
- a. Seeking your first library job
 - b. Advancing in your current career
 - c. Exploring a career change
 - d. Expanding your professional network
 - e. Providing and/or receiving mentorship
 - f. Other (please specify)
12. Have you attended any Core webinars in the past? (one answer)
- a. Yes (proceed to Q13)
 - b. No (proceed to Q14)
13. Which one did you attend? And why? (open ended)
14. Have you made use of any of Core's online resources? (one answer)
- a. Yes (please specify) (proceed to Q15)
 - b. No (proceed to Q16)
15. How useful was the resource to your career interest and/or goals? (one answer)
- a. Not useful
 - b. A little useful
 - c. Useful
 - d. Very useful
16. Which type of professional development resources do you find most helpful? Select all that apply. (multiple answers)
- a. Webinars
 - b. Workshops
 - c. Self-paced learning courses

- d. Mentorship
 - e. Resource Guide
 - f. Other (please specify)
17. What types of resources or guidance do you wish you had as a new professional?
(open ended)
18. What additional resources would support your current and future career needs?
(open ended)
19. Please select the section(s) you are either involved in or have had a positive experience with. (multiple answers)
- a. I'm not involved in any sections
 - b. Access and Equity
 - c. Buildings and Operations
 - d. Leadership and Management
 - e. Metadata and Collections
 - f. Preservation
 - g. Technology
20. Please share with us 2-3 professional experiences that led you to your current position. (open ended)
21. Please share with us 2-3 professional positions similar to your current role. (open ended)
22. Please share with us 2-3 potential career advancement opportunities within the trajectory of your current role. (open ended)
23. If you are a student or considering a career change, please share 2-3 career opportunities you're interested in. (open ended)
24. How have you addressed your professional knowledge/skill gaps in order to succeed at your job? (open ended)
25. Please share any additional thoughts. (open ended)

Appendix C - Survey Question Network Visualization



Appendix D - Survey Analysis Slides

Survey Analysis Overview

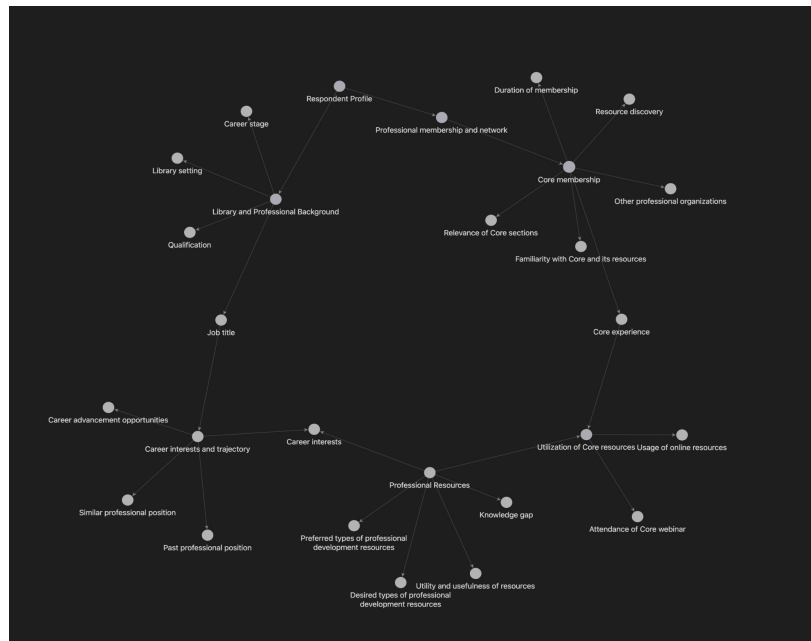
4.25.2024
Hayley Park

Survey Design

- 4/4-4/18
- 25 questions
- Distributed in several professional networks
 - ALA Connect
 - PLA
 - ACRL College Libraries
 - Core
 - Emerging Leaders
 - Spectrum
 - RUSA
 - BCALA Listserv
 - EMIERT (once)
 - SRRT (once)
 - New Jersey Library Association (NJLA)
 - UW MLIS Program
- Core supported promotion
 - Shared on Core blog, LinkedIn and with Section Leaders

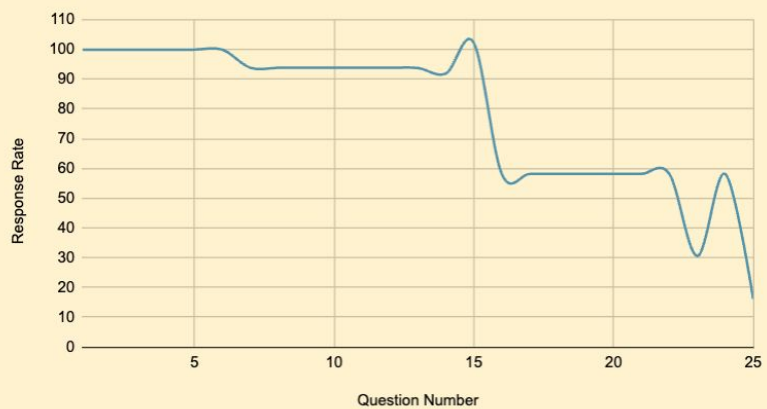
Survey Design Network Visualization

- Respondent profile
- Library and Professional Background
- Professional Membership and Network
- Professional Resources
- Career Interests and Trajectory



- Successful given the total number and type of questions
- At the most, 409
Sharp drop at Q16 to 238
- But understandable since those questions were aimed at mostly Core members (only 27.38%)
- Q23, only applicable to students, so the drop makes sense
- Q25, last open comments OK
- Open-ended responses included quality, relevant answers, leading to meaningful discovery

Survey Response Rate



Respondent Profile

- Library and Professional Background
 - Library setting
 - Qualification
 - Career stage
 - Job title
- Professional membership and network
 - Other professional organizations
 - Core membership
 - Duration of membership
 - Relevance of Core sections
 - Familiarity with Core and its resources
 - Resource discovery
 - Core experience

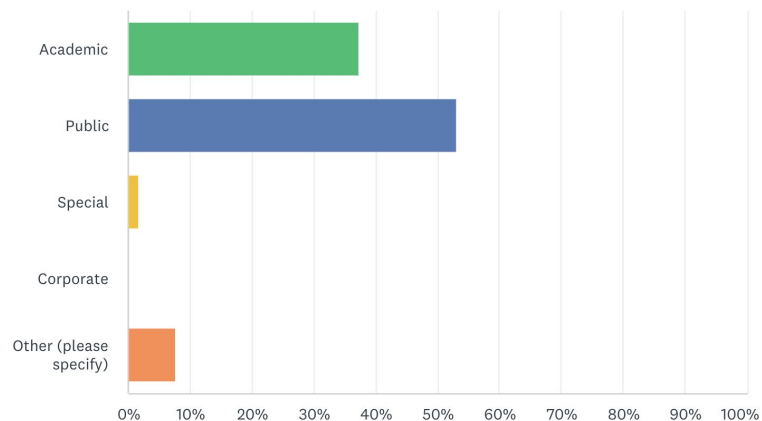
Library Settings

What type of library do you work in?

Answered: 409 Skipped: 0

Other

- State library
- School library
- Grad student
- Prison
- Research
- Unemployed
- Professional associations



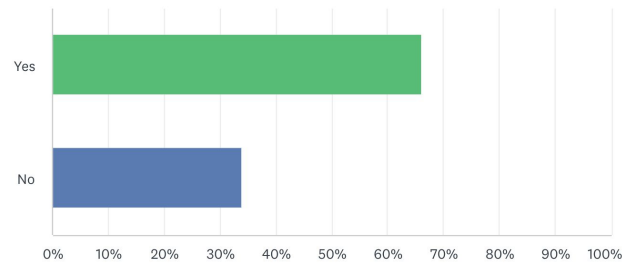
Qualification

66.01% (MLIS) vs.
33.99% (Non-MLIS)

- 33.99% is significant
- Most of the job titles includes “librarians”
- Room for discovery:
Find out which positions do NOT require a MLIS degree and envision potential career pathways

Does your current position require an MLIS/MLS degree?

Answered: 409 Skipped: 0

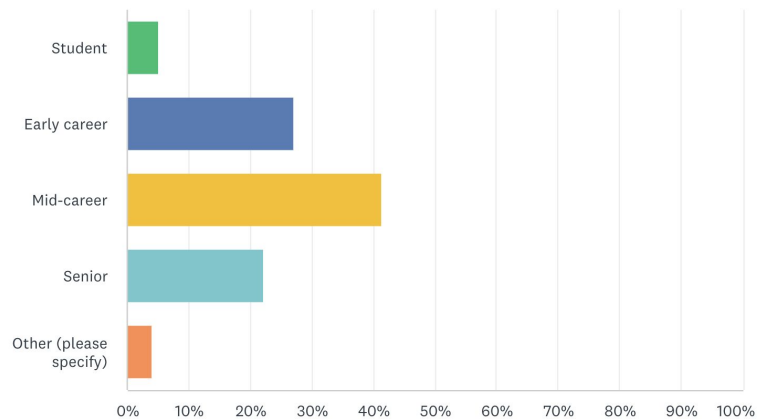


Career Stage

- Mainly mid-career
- Not our initial primary audience (students & new professionals)
 - Needed access to more student-centered platforms
 - Target audience may not have access to ALA membership where the survey was distributed mainly
- This also shows that there is an interest/need for career development for the mid-career professionals
- Notable findings are:
 - New librarians with a long history of working as paraprofessional in the library or from other industries (most notably education).
 - Retirees working part-time
 - Some overlaps early and mid-career and being a student

What stage are you currently at in your career?

Answered: 409 Skipped: 0



Current Position (+ seed for creating career trajectories)

- Open-ended qualitative responses
- Used to create career trajectory examples for each section
- Mostly librarians - expected based on the survey distribution platforms
- No IDEA or multilingual positions – connect it to the current Core membership demographics (+ recommendation: recruit or work closely with IDEA experts)

Still thinking about ways to make this data meaningful...

1. Participant representations
 - a. The job titles by themselves are floating signifiers - find the context for signification
 - b. Connect it to the library settings
 - c. MLIS/Non-MLIS
2. Correlations between the current positions
 - a. Core divisions (relevance)
 - b. Previous experiences (career trajectory)
 - c. Similar positions (career trajectory)
 - d. Advancement opportunities (career trajectory)
 - e. Career change (career interests)

Professional Membership & Network

Core membership: 112 (27.38%)

< 1 year	22.32%	25
1-2 years	20.54%	23
2-3 years	11.61%	13
3-4 years	45.54%	51

- Great potential for new members
- Long-term membership retention
 - Those who are member stay for several years...(connect it to the usefulness of Core resources)
- What is the current division membership size? (Received data from Core + included in the report)

Other professional membership:
289 (75.26%)

- State library associations
- Other ALA divisions
- PLA, RUSA, ACRL, NAME
- APALA, BCALA
- SAA

The question itself is not so clear

Focus on identifying unique professional organizations

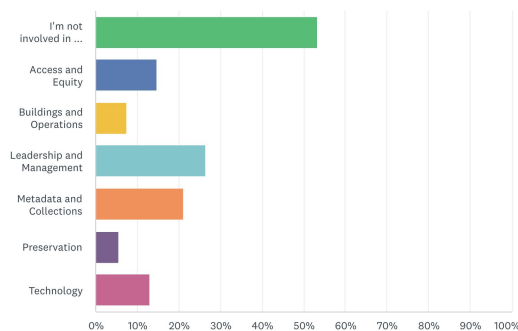
Core Division & Resources & Discovery

- More than half of the respondents are not familiar (210, 54.69%)
 - Need for increasing awareness
 - Suggest creating a Core Section and webpage navigation recording for both non- and members
- Varied level of familiarity (very familiar < familiar < a little familiar (118, 30.73%))
 - Greater number of people who are on the varied level of familiarity than the total number of Core members that participated in the survey, which means,
 - Even if not a member, some discover and use Core and its resources via
 - Professional platforms (ALA Connect, Listservs, etc.) 59.9%
 - From colleagues 25.52%
 - Professional conferences (ALA, PLA, ACRL, etc.) 20.57%
 - By attending training and learning resources 7.81%
 - “Other” selection was statistically high - 16.67%
 - Many learned of Core through THIS SURVEY!
 - Parent professional groups prior to the formation of Core (LITA, ALCTS, LLAMA, etc)

Core Section Experience | Core Section Relevance

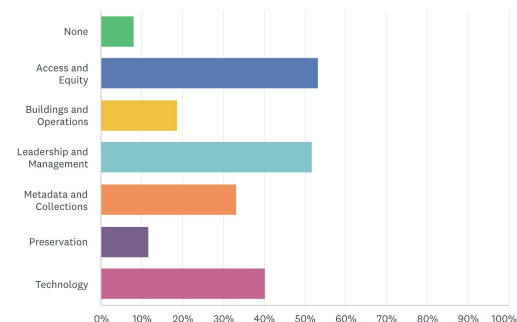
Please select the section(s) you are either involved in or have had a positive experience with.

Answered: 238 Skipped: 171



Which section(s) within Core are most relevant to your current position? Select all that apply.

Answered: 384 Skipped: 25



Professional Resources

- Core Resources
 - Attendance of Core webinar
 - Utilization of Core resources
 - Usage of Core online resources

- Utility and usefulness of resources
 - For new professionals
 - Career interests
 - Desired type
 - Preferred type
 - Knowledge gap

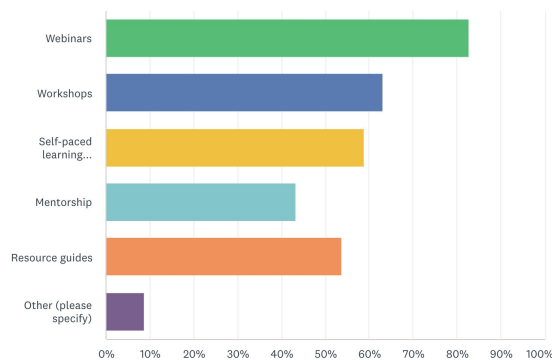
Core Resources

- 81 (21.09%) out of 384 used Core webinar.
- 43 (11.44%) out of 374 used Core online resource.
 - This indicates our Resource Guides need a significant promotional push.
 - Reasons for attending: cost-free, metadata & cataloging webinar, thematic events, e.g., IF week
 - Those who use the resources find them useful
 - Good sign – 70.45% useful; 0% not useful!!
 - Connect the low usage rate to lack of familiarity & Core membership duration

Usefulness by Resource Type

Which type of professional development resource(s) do you find most helpful? Select all that apply.

Answered: 238 Skipped: 171



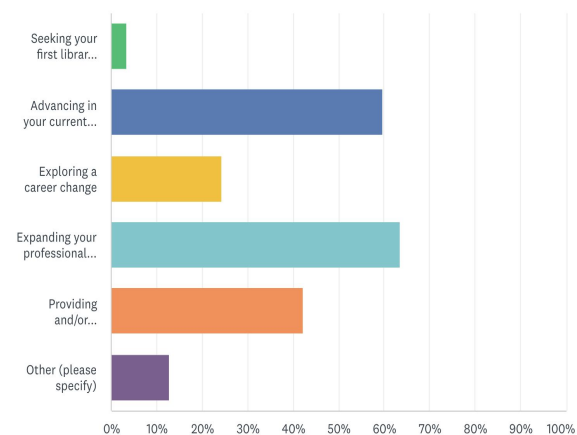
- Webinars & Workshops
- Why Resource Guides (low on the ranking)?
 - Self-paced
 - Comprehensive overview
 - “I use resource guides all the time for referral to others and for my own reference.” from Q18
- Recommendation: Utilize member survey as an user engagement and discovery tool to co-select the type and content of the Core resources

Career Interests

- Burnout prevention
- Retirement planning
- Scholarship to go to grad school
- Learning new skills
- Keeping up with current trends within the field
- Transition/promotion within an academic institution

What are your career interests? Select all that apply.

Answered: 384 Skipped: 25



Resources for New Professionals

Mentorship - most prominent

- Networking - social and professional support
- Scholarships - financial support
- Setting boundaries - self-advocacy
- BIPOC connection - social support
- Online chat group - social support
- Practical, hands-on training, e.g, cataloging standards - practical support
- Job transition - practical support
- Academic publishing, promotion, and research - practical

Additional resources for current & future needs

- Mentorship/retirement/networking/transition within the field
- Free access
- “Data”
- Continuous learning - staying up to date on emerging trends
 - (relevant to our resource guides- recommend to have it regularly updated)
- Becoming an asset to your organization
- Emerging tech - new skills & discussion on privacy
- Scholarship for grad school/continued education/conferences
- Strong library union
- Leadership from the side - not necessarily advancement
- Cataloging & metadata & collection & budgeting
- BIPOC resources
 - Connecting BIPOC early career with BIPOC mid upper management
 - Diverse worker recruitment and retention

Core Section Resource Guides

**American Library Association
Emerging Leaders 2024
Team D**

**Charlotte Hinniger
Carrie McClain
Ashley Mitchell
Hayley Park
Alison Van Norman**



General Overview

The purpose of these guides are to introduce you to each section of Core, show you essential career skills, and potential career trajectories. Also included are many resources such as Core webinars and courses, professional organizations, and more.

03 ACCESS & EQUITY

08 BUILDINGS & OPERATIONS

12 LEADERSHIP & MANAGEMENT

17 METADATA & COLLECTIONS

23 PRESERVATION

28 TECHNOLOGY

Access & Equity

SECTION DESCRIPTION

Our community is dedicated to advocacy and equity in areas such as accessibility, copyright, dismantling systemic racism, equity of access, open access, net neutrality, privacy, and representative collections in all types of libraries. We support ALA's lobbying efforts in these areas and provide programming and training in support of equity, diversity, and inclusion, both within the division and the profession.

ESSENTIAL SPECIALTY SKILLS

- **Values**
 - Accessibility
 - Equity
 - Community
 - Learning/Development
 - Mutual Respect
 - Belonging
 - Engagement
- **Soft Skills**
 - Communication skills
 - Commitment to equity, diversity and inclusion
 - Analytical skills
 - Flexibility and adaptability
 - Interpersonal skills
 - Problem-solving
 - Partnership building
 - Collaborative mindset and approach
 - Active Listening
 - Emotional Intelligence
 - Critical Thinking
- **Technical Skills**
 - Strategic planning
 - Strategic implementation
 - Research and development
 - Project management
 - Program evaluation
 - Assessment skills

Access & Equity

SPECIALTY SKILLS CONT.

- **Technical Skills cont.**
 - Data analytical skills
 - Budget and finance management
 - Ability to adapt to new technologies and trends
 - Demonstrated proficiency and capabilities with desktop computers and software, Microsoft Office, and library-relevant information technology applications

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - Programming
 - Book clubs
 - Events
 - External community partnerships
- **Emerging**
 - Staff affinity groups
 - Inclusive policy changes
 - Internal focus
 - Embedding the work into the fabric of the organization
 - Anti-racism

CAREER PATHWAYS

Sample job titles:

- Chief Equity, Diversity & Inclusion Officer
- Director of Library Diversity, Equity, and Inclusion
- Equity & Inclusion Manager
- Head of Access Services
- Access Services Librarian
- Student Success Librarian
- Employee Engagement & Inclusion Coordinator
- Associate University Librarian for Antiracism
- Critical & Inclusive Pedagogy Librarian
- Director, Diversity, Equity, and Inclusion

Access & Equity

CAREER PATHWAYS CONT.

Sample job titles cont.:

- Digital Equity and Technology Education Specialist
- Head of Access Services and Technology
- Director, Access Services and Operations
- Assistant Professor, Diversity and Engagement Library
- Director of Inclusion, Diversity, Equity and Accessibility
- Staff Librarian, Children and Teens - Youth Services
- Director, Inclusion & Talent Management; Equity, Diversity, & Inclusion

Career Trajectory Examples

- Assistant Director > Director of Inclusion, Diversity, Equity & Access > Moving to a larger library system or state department
- Student worker > Access Services Librarian > Library Director
- Assistant Librarian > Department Head of Access Services > Associate Dean

CORE RESOURCES

Core Webinars & Courses

- **Access**
 - [Beyond Late Fees](#)
 - [Cataloging for Accessibility](#)
 - [Programming for Accessibility](#)
- **Hiring**
 - [Bringing Intentionality and Inclusivity to the Academic Library Interview](#)
 - [Reflections on Onboarding in Academic Libraries](#)
 - [Best Practices for Academic Interviews](#)
- **Metadata**
 - [\(Meta\)Data Analysis for Diversity, Equity, and Inclusion](#)
 - [Incorporating Diversity, Equity, and Inclusion Principles into our Metadata](#)
 - [Equity, Diversity, and Inclusion in Metadata and Cataloging: An Exploration of Strategies and Discussions](#)
- **Collections**
 - [Diversity Audits in Academic Library Collections](#)
 - [Reviewing New Visions for Collection Development](#)

Access & Equity

CORE RESOURCES CONT.

Core Webinars & Courses

- **Inclusion**
 - [Decentering Ourselves, Empowering Others](#)
 - [Servant Leadership Principles Applied Practically](#)
 - [Culturally Responsive Public Services](#)
 - [Beyond "OK, Boomer": Understanding Today's Intergenerational Workplace Cultures in the Library](#)
 - [Advocacy in a Polarized World](#)

ADDITIONAL RESOURCES

Grants & Scholarships

- [ALA Spectrum Scholarship Program](#)
- [ARL Kaleidoscope Program](#)

Webinars & Articles

- [Framework for change: Creating a diversity strategic plan within an academic library.](#)
- [Equity & Social Justice Advisory Group Resources: Recruiting and Retaining Librarians of Color](#)
- [Advancing Racial Equity in Your Library](#)

PROFESSIONAL ORGANIZATIONS/GROUPS

ALA-Affiliated Associations of Ethnic Librarian Groups

- [American Indian Library Association](#)
- [Asian/Pacific American Librarians Association](#)
- [Black Caucus of the American Library Association](#)
- [Chinese American Librarians Association](#)
- [Rainbow Round Table \(RRT\)](#)
- [Reforma: The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking](#)

Access & Equity

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Access & Equity Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Access & Equity.

Access & Equity Section Committees:

- [Access and Equity Section Leadership Team](#)
- [Circulation and Access Services Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Buildings & Operations

SECTION DESCRIPTION

Our community brings together librarians, library workers, and design professionals to analyze, discuss, and share information related to academic, public, and school library buildings, equipment, and furnishings. We share ideas and knowledge to help members stay engaged on changing trends in organizational structures, services, staff operations, and facilities. We also identify and promote adoption of best practices for inclusive practices and design.

Topics addressed include, but are not limited to:

- Library site selection
- Building planning and architecture
- Library furniture and equipment
- Interior design
- Maintenance and security of buildings and property
- Disaster recovery

ESSENTIAL SPECIALTY SKILLS

- **Soft Skills**
 - Adaptability & flexibility
 - Communication (written and verbal)
 - Collaboration & teamwork
 - Creativity & innovation
 - Organization & attention to detail
 - Responsiveness & proactivity
 - Problem-solving skills
 - Leadership & mentoring abilities
 - Strong interpersonal skills
 - Customer service orientation
- **Technical Skills**
 - Project Management
 - Budgeting & Financial Management
 - Construction Management Experience
 - Facility Maintenance Experience
 - Knowledge of Building Codes & Regulations
 - Familiarity with Design Software

Buildings & Operations

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - Accessible Design
 - Community & User-Centered Design
 - Storage & Space Management
 - Disaster Preparedness
- **Emerging**
 - Sustainable & Green Technologies
 - Self-Service & 24/7 Library Services
 - Community Building Practices
 - Flexible Spaces & Furniture
 - Biophilic Design

CAREER PATHWAYS

Sample job titles:

- Architect
- Director of Capital Planning & Project Management
- Chief Operating Officer
- Interior Designer
- Director
- Assistant Director
- Dean
- Associate Dean
- Library Building Specialist
- Library Consultant
- Library Furniture Vendor
- Facilities & Space Manager
- Security Manager
- Event Coordinator
- Events Manager

Career Trajectory Examples

- Public Librarian > Branch Manager > Library Director
- Interior Designer > Facilities Manager
- Student Library Worker > Associate University Librarian > Associate Dean

Buildings & Operations

CORE RESOURCES

Core Buildings & Operations Interest Groups

- [Library Facilities and Interiors](#)
- [Library Storage](#)
- [Project Management](#)

Core Webinars & Courses

- **Project Management**
 - [Build Better: Effective Library Project Management](#)
 - [Tools & Tips for Project Management](#)
 - [Project Management Principles, Methods, Tools](#)
- **Architecture & Design**
 - [Trends in Library Design](#)
 - [Reinventing the Modern Library](#)
 - [Library+](#)
 - [Centering Community in Community Engagement: Applying Inclusive Design to Set Vision and Engage Your Community in Your Facilities and Building Projects](#)
- **Sustainability**
 - [How to Implement Sustainability in Your Facility](#)
 - [Sustainable Thinking for the Future of Libraries](#)

ADDITIONAL RESOURCES

- [Academic Library Building Design: Resources for Planning](#)
- [Creating Inclusive Libraries by Applying Universal Design](#) by Carli Spina, Rowman & Littlefield
- [Collaborative Library Design: From Planning to Impact](#) by Peter Gisolfi, ALA Editions
- [Designing Libraries for the 21st Century](#), by Ayub Khan and Stella Thebridge, ACRL
- [ALA Library Buildings & Space Planning Resources](#)
- [ALA Building Libraries & Library Additions Resource Guide](#)
- [ALA Library Disaster Preparedness & Response Guide](#)
- [ALA Equipment & Facilities Resources](#)
- [ALA Safety & Security in Libraries Resource Guide](#)

Buildings & Operations

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Buildings & Operations Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Buildings & Operations.

Buildings & Operations Section Committees:

- [ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board](#)
- [Architecture for Public Libraries Committee](#)
- [Buildings for College and University Libraries Committee](#)
- [Library Interiors, Furnishings, and Equipment Committee](#)
- [Planning and Design Committee](#)
- [Security in Libraries Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Leadership & Management

SECTION DESCRIPTION

Our community provides librarians and library staff from any positional level or library type who desire to impact the broader profession a space to connect around the fundamental proficiencies and knowledge necessary to lead a successful organization. We explore and develop members' skills to create an inspiring vision, motivate people, and manage complex projects. We also help connect larger theoretical constructs to real, practical experiences. Join a network of colleagues who understand and want to help each other succeed...because when we succeed, libraries succeed, and when libraries succeed, everyone benefits.

ESSENTIAL SPECIALTY SKILLS

- **Values**
 - Core Leadership & Management Competencies
- **Soft Skills**
 - Leadership and team management
 - Collaboration and partnership building
 - Communication and presentation skills
 - Cultural humility and diversity awareness,
 - Commitment to diversity, equity, and inclusion
 - Adaptability and willingness to learn
 - Emotional intelligence and empathy
 - Strategic planning and decision-making
 - Customer service orientation
 - Staff empowerment and mentorship
 - Organizational and time management
 - Strategic problem solving
 - Attention to detail
- **Technical Skills**
 - Library administration and leadership principles
 - Library & Information Science Expertise
 - Project Management
 - Financial management and budgeting
 - Program Evaluation & Assessment, community analysis techniques
 - Grant Writing & Management
 - Knowledge of NLM Resources and Programs

Leadership & Management

SPECIALTY SKILLS CONT.

- **Technical Skills, cont.**
 - Collection Management
 - Database Management
 - Information Technology Proficiency
 - Fundraising & Development Expertise
 - Partnership development
 - Performance management
 - Information systems management
 - Procurement and contract management
 - Report and correspondence writing
 - Public administration principles

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - Community Building & Partnership
 - Mentorship
 - Change Management
 - Evidence-Based Decision Making
 - Project Management
- **Emerging**
 - Non-Traditional Organizational Structures
 - Iterative Strategic Planning
 - Inclusive Policies

CAREER PATHWAYS

Sample Job Titles:

- Library Director/Deputy Director
- Chief/Executive
- Branch Manager/Assistant Manager
- Dean of Libraries
- Associate Dean for Data, Digital Strategies, and Scholarly Communication
- Deputy County Librarian
- Director of Records Management

Leadership & Management

CAREER PATHWAYS

Sample Job Titles, cont.:

- Grants Manager
- Head of Community Engagement and Support Services
- Manager of Development and Communications
- Supervising Librarian
- Adult & Community Services Manager
- Research & Instruction Manager
- Director of Research Services
- Marketing and Communications Manager
- Director of branch services
- Financial and Administrative Services Manager
- Library Consultant

Career Trajectory Examples

- Youth Librarian > Assistant Manager > Library Director
- Professor > Reference Librarian > Dean of Library Services
- Assistant Librarian > Reference Librarian > Head of Reference
- Librarian > Staff Trainer > Consultant

CORE RESOURCES

Core Leadership & Management Interest Groups

- [Consortium Management](#)
- [Dialogue with Directors](#)
- [Heads of Library Technology](#)
- [Library Consulting](#)
- [Library Leaders & Managers](#)
- [Middle Managers](#)
- [Technical Services Managers in Academic Libraries](#)

Core Webinars & Courses

- **General**
 - [The First 90 Days: A New Manager Crash Course](#)

Leadership & Management

CORE RESOURCES

Core Webinars & Courses

- **Advocacy**
 - Marketing
 - [Library Marketing: Intro & Basics \(Part 2, Part 3, Part 4\)](#)
 - [How to Effectively Market Today's Library](#)
 - Political Advocacy
 - [Advocacy in a Polarized World](#)
- **Strategic Planning**
 - [A Strategic Plan to Live By](#)
 - [A Roadmap for Evidence Based Strategic Planning](#)
- **Assessment**
 - [Small Library Assessment Hills You Can Climb](#)
 - [Visualizing and Assessing Library Data](#)
 - [Building Capacity for Community-Led Planning](#)
 - [Developing Your Storytelling Skills for Library Assessment](#)
- **Policy Development**
 - [Assessing and \(Re\)Writing Operational Policies](#)
- **Project Management**
 - [Tools & Tips for Project Management](#)
 - [Project Management Principles, Methods, Tools](#)
- **Team Building & Mentorship**
 - [Building Teams That Work](#)
 - [Mentorship for All: Creating a Statewide Program](#)
- **Middle Management**
 - [Training Needs of Academic Library Middle Managers](#)
 - [All Things to All People: Navigating Middle Management](#)
 - [The Marvelous Middle; Finding Ways to Grow and Thrive in Middle Management](#)

SIGNIFICANT SPECIALTY EVENTS

- **Core AvramCamp**
 - Each year Core sponsors AvramCamp, a safe and welcoming space for women and non-binary technology library workers to explore common challenges faced, learn strategies for dealing with them, and discuss specific tools to build confidence.

Leadership & Management

ADDITIONAL RESOURCES

- [ALA Library Leadership Training Resources](#)
- [Library Assessment Fundamentals](#)
- [Library Assessment Repository](#)
- [ALA Public Policy & Advocacy Page](#)
- [ALA Budgeting & Finance Resources](#)
- [Library Policy Development Resources](#)
- [ACRL CLS Leadership and Management Issues in College Libraries Discussion Group](#)
- [Library Leadership Podcast](#)
- [Supervisors Section \(SPVS\) | American Association of School Librarians](#)
- [ALSC Managing Children's Services Committee](#)

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Leadership & Management Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Leadership & Management.

Leadership & Management Section Committees:

- [Human Resources Development Committee](#)
- [Leaders & Managers Committee](#)
- [Leadership & Management Competencies Working Group](#)
- [Management Best Practices Committee](#)
- [Member Engagement Coordination Committee](#)
- [Member Experience Committee](#)
- [Project Management Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Metadata & Collections

SECTION DESCRIPTION

Our community addresses and improves all aspects of acquisitions, cataloging, collections, continuing resources, metadata, preservation, reformatting, and technical services in all types of libraries. Examples of our work include, but are not limited to:

- Sharing best practices and knowledge in work areas that support collections and discovery;
- Identifying best practices for equity, diversity, and inclusion in the development and description of collections;
- Creation and input on standards and best practices for selection, acquisition, description, access, and preservation of information resources;
- Preservation of both print, media, and digital resources.

ESSENTIAL SPECIALTY SKILLS

- **Values**
 - Core Competencies for Cataloging and Metadata Professional Librarians
 - Equity, Diversity, Inclusion, and Accessibility
 - Social Justice
 - Innovation
 - Empathy
 - Respect
 - Collaboration
- **Soft Skills**
 - Effective written and oral communication
 - Ability to work well with diverse groups
 - Positive service attitude
 - Flexibility and adaptability
 - Problem-solving skills
 - Ability to work independently and collaboratively
 - Leadership and staff management
 - Collaboration and teamwork
 - Ability to prioritize work
 - Commitment to diversity and inclusion

Metadata & Collections

SPECIALTY SKILLS CONT.

- **Technical Skills**
 - Knowledge of MARC cataloging
 - Metadata creation and management
 - Experience with library automation systems (e.g., OCLC, Ex Libris' Alma)
 - Familiarity with RDA, AACR2, and LC Subject Headings
 - Digital imaging equipment operation
 - Use of Adobe CreativeSuite for image editing
 - Knowledge of CONTENTdm digital repository
 - Experience with linked data and Bibframe
 - Scripting and programming for metadata processes
 - Project planning and management

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - RDA
 - MARC 21
 - Copy Cataloging
 - In-House material processing and cataloging
- **Emerging**
 - Linked Data
 - BIBFRAME (MARC Replacement)
 - Dublin Core Metadata Initiative
 - Increased adoption of Artificial Intelligence (AI) and Machine Learning
 - Automation of Technical Services functions
 - Removing offensive and outdated language in Subject Headings (ongoing work)

CAREER PATHWAYS

Each section lists a possible career path starting with entry-level to advanced job titles. Not all career paths in Metadata and Collection Development are this linear, but these are common pathways.

Metadata & Collections

CAREER PATHWAYS CONT.

Cataloging/Metadata

- Cataloging and Metadata Librarian
- Systems and Metadata Librarian
- Head of Technical Services and Metadata Librarian
- Data Curator and Metadata Librarian
- Manager for Bibliographic Description
- Director of Resource Description

Collection Development

- Collection Development Librarian
- Collection Development Manager
- Department Head of Collection Development or Technical Services

Electronic Resources Librarian

- Electronic Resources Metadata Librarian
- Electronic Resources & Systems Librarian
- Licensing Librarian

Technical Services (includes non-MLIS titles)

- Technical Services Assistant*
- Acquisitions Clerk*
- Copy Cataloger*
- Library Technical Specialist*
- Technical Services Librarian Associate*
- Technical Services Librarian
- Librarian Technical Services Manager
- Head of Technical Services

Career Trajectory Examples

Academic Library Trajectory

- Cataloging and Metadata Librarian > Head of Technical Services or Cataloging > Manager for Bibliographic Description > Director of Resource Description

Public Library Trajectory

- Collection Development Librarian > Collection Development Manager > Department Head of Collection Development or Technical Services

Archives/Special Library Trajectory

- Assistant Archivist > Digital Archivist > Archivist for Metadata and Encoding > Manager of Archives and Special Collections

Non-MLIS Trajectory

- Technical Services Assistant > Acquisitions Clerk > Technical Services Librarian Associate

Metadata & Collections

CORE RESOURCES

Core Metadata & Collections Interest Groups

- [Authority Control](#)
- [Bibliographic Conceptual Models](#)
- [Cartographic Resources Cataloging \(Core/MAGIRT\)](#)
- [Catalog Form and Function](#)
- [Catalog Management](#)
- [Cataloging and Classification Research](#)
- [Cataloging Norms](#)
- [Chief Collection Development Officers of Large Research Libraries](#)
- [Collection Development Issues for the Practitioner](#)
- [Collection Evaluation and Assessment](#)
- [Collection Management in Public Libraries](#)
- [Competencies and Education for a Career in Cataloging](#)
- [Copy Cataloging](#)
- [Creative Ideas in Technical Services](#)
- [Electronic Resources](#)
- [Faceted Subject Access](#)
- [MARC Formats Transition](#)
- [Metadata](#)
- [Public Libraries Technical Services](#)
- [Role of the Professional Librarian in Technical Services](#)
- [Technical Services Directors of Large Research Libraries](#)
- [Technical Services Workflow Efficiency](#)

Core Webinars & Courses

- [Core Competencies for Cataloging and Metadata: Then and Now](#)
- [To Hold a Cloud: MARC Holdings in the Modern LMS](#)
- [Technical Services Tools at Work](#)
- [Anti-Racist Acquisitions: Interrogating Processes](#)
- [What's Your Bibframe Data Look Like? – The Current State and Challenges of Bibframe Linked Data Interoperability](#)

Metadata & Collections

ADDITIONAL RESOURCES

Specialty Standards

- [Core Competencies for Cataloging and Metadata Professional Librarians](#)
- [Dublin Core Metadata Terms](#)
- [Bibliographic Framework Initiative \(BIBFRAME\)](#)

ALA Tools

- [Metadata Definition & Links](#)
- [Setting the Stage \(Metadata\)](#)

PROFESSIONAL ORGANIZATIONS/GROUPS

Core is the largest organization for Metadata and Collections, but other ALA Divisions and library organizations have their own metadata focused groups:

- Association of College and Research Libraries (ACRL): [Technical Services Interest Group](#)
- Public Library Association (PLA): [Circulation & Technical Services](#)
- Music Library Association: [Cataloging and Metadata Committee](#)

State library associations also have sections or committees dedicated to Metadata and Collections:

- New Jersey Library Association: [Technical Services and Collection Development Section](#)
- Illinois Library Association: [The Resources & Technical Services Forum](#)
- Texas Library Association: [The Cataloging & Metadata Round Table](#)

Metadata & Collections

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Metadata & Collections Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Metadata & Collections.

Metadata & Collections Section Committees:

- [Metadata & Collections Section Leadership Team](#)
- [Acquisitions Committee](#)
- [Cataloging: Asian and African Materials](#)
- [Cataloging: Children's and Youth Materials](#)
- [Cataloging: Description and Access](#)
- [Continuing Resources Cataloging Committee](#)
- [Continuing Resources Holdings Information Committee](#)
- [Metadata Standards Committee](#)
- [Subject Analysis Committee](#)
- [Technical Services and Systems Committee](#)
- [World Languages Acquisitions Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Preservation

SECTION DESCRIPTION

Through a holistic approach to preservation, this section brings together seasoned professionals, new and emerging leaders, and anyone interested in preservation or who has preservation as a part of the job responsibilities.

Our community addresses and improves all aspects of library preservation in all types of libraries. Examples of our work include but are not limited to:

- Sharing best practices and knowledge related to preservation;
- Identifying best practices for equity, diversity, and inclusion in the field of preservation;
- Creation and input on standards and best practices for preservation of library content in all forms, including print, digital, audio, and moving images;
- Fostering leadership development for preservation in Core and the field.

ESSENTIAL SPECIALTY SKILLS

- **Values**
 - [Digital Preservation Services Core Values](#)
 - Diversity, Inclusion and Equity
 - Professional Growth
 - Collaboration
 - Service Oriented
 - Innovation
- **Soft skills**
 - Collaboration: Ability to work effectively with diverse teams and stakeholders.
 - Communication: Strong verbal and written communication skills for interacting with various audiences.
 - Adaptability: Capacity to quickly adapt to changing environments and priorities.
 - Customer Service: Providing excellent service and fostering a positive environment for patrons and colleagues.
 - Leadership: Demonstrated ability to provide guidance and set priorities within teams.

Preservation

SPECIALTY SKILLS CONT.

- **Technical Skills:**
 - Digital Preservation and Records Management: Expertise in preserving digital assets and managing digital records.
 - Archival Management Systems: Proficiency in using project-specific systems like Archives Space for managing archival materials.
 - Conservation and Preservation: Skilled in conserving and preserving various materials according to professional standards.
 - Instruction and Outreach: Ability to design and deliver instructional programs and workshops.
 - Program Management: Competence in overseeing preservation programs and emergency response plans.
 - Data Management: Managing research data across the lifecycle, including digitization, metadata creation, and preservation.
 - Historical Research
 - Record Evaluation
 - Report Writing

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - Collections Conservation and Restoration
 - Environmental Control
 - Storage Management
 - Disaster Preparedness
- **Emerging**
 - Digital preservation
 - Cloud, Collaborative Storage (digital repository)
 - DAM Framework
 - Community-centered Archives/Preservation
 - Web Archiving
 - Digital Forensics and Authentication
 - Linked Data

Preservation

CAREER PATHWAYS

Sample job titles

- Archivist
- Book Conservator
- Collections Care Specialist
- Data Curator
- Data Specialist
- Digital Archivist
- Digital Collections Librarian
- Digital Librarian
- Digital Preservation Librarian
- Digital Preservationist
- Director of Technical Services
- Director, Preservation
- Genealogy Services Manager
- Head of Collections & Acquisitions
- Head of Metadata Services
- Library Director
- Manager of Archives, Metadata, and Asset Management
- Metadata Librarian
- Preservation Librarian
- Preventive Conservation Librarian
- Records and Information Management
- Research Data Librarian
- Scholarly Communications Librarian
- Special Collection Librarian
- Special Collections Manager

Career Trajectory Examples

- Archivist > Senior Curator > Moving to another organization
- Student worker > Humanities Librarian > Head of Special Collections
- City Historian > Special Collections Manager > Library Director

Preservation

CORE RESOURCES

Core Preservation Interest Groups

- [Book and Paper](#)
- Digital Preservation (coming soon)
- Library Binding (coming soon)
- [Preservation Administration](#)
- [Promoting Preservation](#)

Core Webinars, Courses, and More

- [Preservation as a Service; Applying a Customer-focused Framework while Caring for our Collections](#)
- [Preservation Statistics](#)
- [Library Resources & Technical Services](#) (as of 2023, fully open access)
- [Preservation in Action](#)
- [Fundamentals of Digital Library Projects](#)
- [Fundamentals of Preservation](#)
- [Digital Preservation - Foundations and Theory](#)

ADDITIONAL RESOURCES

Specialty Standards

- [ALA Preservation Policy 2008](#) (ALCTS)
- [Preservation Core Competencies by the Preservation Standards and Practices Committee](#)
- [Guidelines for Preservation, Conversation, and Restoration of Local History and Local Genealogical Materials](#) (RUSA)

For additional learning resources, please visit the professional organizations listed on this page to find training materials.

SIGNIFICANT SPECIALTY EVENTS

- [National Preservation Week](#)
 - Provides a series of webinars based on the theme of the year.

Preservation

PROFESSIONAL ORGANIZATIONS/GROUPS

- [Regional Alliance for Preservation](#)
- [ARMA International](#)
- [Library of Congress Preservation](#)
- [National Association of Government Archives and Records Administrators \(NAGARA\)](#)
- [National Film Preservation Foundation](#)
- [Society of American Archivists](#)
- [Computing Technology Industry Association](#)
- [Research Data Alliance](#)
- [American Institute for Conservation](#)
- [Art Libraries Society of North America](#)
- [The Association of Moving Image Archivists](#)
- [Association for Recorded Sound Collections](#)
- [Digital Library Federation](#)
- [American Institute for Conservation](#)

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Preservation Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Preservation.

Preservation Section Committees:

- [Preservation Outreach Committee](#)
- [Preservation Section Leadership Team](#)
- [Preservation Standards & Practices Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Technology

SECTION DESCRIPTION

Our community includes anyone in libraries, archives, museums, and information-related organizations interested in leading edge technology and applications for librarians and information providers, everyone from absolute beginners to hi-tech professionals. We address the planning, development, design, application, and integration of technologies within the library and information environment, the impact of emerging technologies on library service, and the effect of automated technologies on people.

Our work includes, but is not limited to:

- Identifying and adopting of best practices for inclusive practices and design;
- Making ALA information policy concrete for members and the profession by providing resources, tools, training, and community support for adoption and implementation;
- Helping librarians to understand emerging technologies and translate them into actionable plans for library services;
- Bridging the technology related needs and discussions across all types of libraries and operational areas.

ESSENTIAL SPECIALTY SKILLS

- **Values**
 - Commitment to Diversity, Equity, and Inclusion
 - Customer Service Excellence
 - Collaboration and Community Engagement
 - Leadership and Professional Development
 - Adaptability and Innovation
- **Soft skills**
 - Collaboration - Ability to work effectively with diverse teams, stakeholders, and community organizations, and participate in library-wide committees and task forces.
 - Communication - Effective oral and written communication skills for interacting with patrons and colleagues, including addressing and resolving patron issues.
 - Project Management - Strong organizational skills and the ability to manage competing priorities and coordinate library programs and services.

Technology

SPECIALTY SKILLS CONT.

- **Soft Skills cont.**
 - Customer Service - High-quality customer service orientation.
 - Leadership - Demonstrated leadership abilities, including managing staff, leading projects, and fostering a culture that embraces change and innovation.
 - Critical Thinking - Aptitude for research, data analysis, and problem-solving.
 - Teaching and Mentoring - Experience in teaching, mentoring, or instructional support.
 - Adaptability - Flexibility in handling multiple tasks, adapting to new technologies, and working in dynamic environments.
 - Professional Development - Commitment to ongoing professional growth, learning, and contributing to developments in the field.
 - Inclusivity - Ability to work with and support a diverse range of patrons and colleagues.
- **Technical Skills**
 - Library Management Systems - Proficiency in managing library systems and maintaining bibliographic records.
 - Electronic Resources Management
 - Digital Scholarship Tools
 - Cataloging Standards - Familiarity with cataloging standards such as MARC records, Library of Congress Classification, and authority records maintenance.
 - Data Analysis and Visualization
 - Emerging Technologies - Awareness of and ability to integrate emerging technologies in library services.
 - Information Technology Support - Technological support for library systems and user access, including network management, cybersecurity, and technology hardware management.
 - Digital Projects Management
 - Web Integration - Skills in integrating library systems with web platforms and other digital resources.
 - Digital Resources and Technology - Knowledge and expertise in operating and instructing others in the use of library resources, equipment, software, and systems.

Technology

ESSENTIAL SPECIALTY TRENDS

- **Traditional**
 - Electronic resources & databases
 - Instructional technologies
 - Integrated Library Systems (ILS)
 - Online Public Access Catalogs (OPACs)
 - Library Management Systems (LMS)
 - Library Services Platforms (LSPs)
- **Emerging**
 - AI & Machine Learning
 - Digital Scholarship & Open Access
 - Data Analytics & Visualization
 - Enhanced Discovery Systems
 - Cloud-Based Solutions
 - Virtual & Augmented Reality
 - Makerspaces
 - Digital Media
 - Sustainability and Green Technologies

CAREER PATHWAYS

Sample job titles

- Acquisitions and Collections Data Librarian
- Artificial Intelligence Librarian
- Data & Visualization Librarian
- Data Analyst/Coordinator
- Digital Media Librarian
- Digital Projects Coordinator
- Digital Resources Librarian
- Digital Scholarship Librarian
- Director of Information Technology
- Discovery Services Manager
- Discovery Systems Librarian
- Electronic Resources Librarian
- Head of Digital Services
- Head of Metadata & Digitization Services
- Library Director

Technology

CAREER PATHWAYS CONT.

Sample Job Titles

- Library Systems Manager
- Metadata Librarian
- Project Coordinator
- Resources Sharing Assistant
- Scholarly Communications Librarian
- Software Development Librarian
- Systems & Discovery Librarian
- Technical Services Librarian
- User Experience Librarian
- Web Services Librarian

Career Trajectory Examples

- Library Technician > Metadata Librarian > Head of Metadata & Digitization Services
- Student worker > Resource Sharing Assistant > Resource Sharing Librarian
- Project Manager > Discovery Systems Manager > move to another organization

CORE RESOURCES

Core Technology Section Interest Groups

- [Artificial Intelligence and Machine Learning in Libraries](#)
- [Digital Conversion Interest Group](#)
- [Imagineering](#)
- [Instructional Technologies](#)
- [Linked Data](#)
- [Maker Technology](#)
- [Open Source Systems](#)
- [WebServices4Lib](#)

Core Webinars & Courses

- **Library IT/Systems**
 - [Authorization & Authentication Basics](#)
 - [Understand & Improve Library Broadband Challenges](#)

Technology

CORE RESOURCES

Core Webinars & Courses

- **User Experience/Web Services**
 - [Improving Website Accessibility](#)
 - [Stacks Mapping Solution for a Better User Experience](#)
 - [Web Accessibility Beyond Best Intentions](#)
 - [Accessibility & Inclusive Design to Enable Success](#)
 - [Writing for the Web](#)
- **Emerging Technologies**
 - [AI and Machine Learning: Transforming the Modern Campus and Library](#)
 - [Leveraging Technology in Your Library: Using Digital Storytelling Magic to Develop eLearning Objects](#)
- **LMS/collections/technical services technology**
 - [The Current State and Challenges of Bibframe Linked Data Interoperability](#)
 - [Beyond Cost Per Use: Incorporating open access, Citation, and Authorship Metrics into Collection Assessment](#)
 - [Best Practices for Leading a Migration to FOLIO](#)
 - [A Blueprint for Comparing Open and Proprietary Library Services Platforms](#)
 - [Fundamentals of Cataloging](#)
- **Circulating technology**
 - [Curating a Collection of Circulating Technology](#)
- **Data Visualization**
 - [Visualizing & Assessing Library Data](#)
- **Digital Library Initiatives**
 - [Fundamentals of Digital Library Projects](#)
 - [Fundamentals of Metadata](#)
 - [Overview of XML Metadata Quality Assessment Tools](#)
- **Instructional technologies**
 - [Making Great Video Tutorials](#)
 - [Zotero: Teaching & Supporting in Libraries](#)
 - [Cognitive Load & Library Instructional Design](#)
 - [Making the Most of One-Shot Instruction Sessions](#)
 - [Asynchronous Online Library Instruction: Best Practices](#)

Technology

ADDITIONAL RESOURCES

Specialty Standards

- [Guidelines for the Introduction of Electronic Information Resources to Users](#)
- [Guidelines for Media Resources in Academic Libraries](#)

ALA Resources

- [ALA eLearning Technology Catalog](#)
- [Implementing Library Technology](#)
- [ALA Makerspace Resources for Libraries](#)

SIGNIFICANT SPECIALTY EVENTS

- [Internet Librarian \(annual conference\)](#)
- [Computers in Libraries \(annual conference\)](#)
- [AI & Machine Learning Summit](#)

PROFESSIONAL ORGANIZATIONS/GROUPS

- [The Association of Creative Technologies in Academic Libraries \(ACTAL\)](#)
- [Emerging Technologies section](#) of RUSA
- [Science & Technology Libraries section](#) of the International Federation of Library Associations & Institutions (IFLA)
- [The Association for Information Science and Technology \(ASIS&T\)](#)
- [Digital Curation Centre](#)
- [UXLibs](#)
- [Code4Lib](#)
- [Electronic Resources & Libraries](#)
- [Joint Conference on Digital Libraries](#)
- [LibUX: Library User Experience Community](#)

Technology

CORE INVOLVEMENT OPPORTUNITIES

To search for involvement opportunities within the Technology Section, follow this path: Core homepage > Member Center > Find Committee Volunteer Opportunities > Set filter to Technology.

Technology Section Committees:

- [Technology Section Leadership Team](#)
- [Emerging Technology Trends Committee](#)
- [Web Committee](#)

Committee volunteers must fill out the form at [this link \(requires ALA credentials\)](#). Interest group volunteers can contact chairs directly.

Looking for a mentor? Core Members can apply [here](#) to receive invaluable career guidance and support from colleagues in the field.

Appendix F – Recommendations

Recommendations

Emerging Leaders Team D:

Charlotte Hinniger, Carrie McClain, Ashley Mitchell, Hayley Park,
Alison Van Norman

- **Enhance Membership Accessibility**
 - Introduce a scholarship model or better promote the existing scholarship opportunities to support membership and webinar costs, making them more affordable and inclusive for all potential members.
- **Continue to Develop a Robust Mentorship Program**
 - Continue to build on the existing progress on a structured and comprehensive mentorship program that supports students and early career professionals and allows experienced librarians to share their knowledge widely.
- **Introduce Website Navigation Support**
 - Include a dedicated section on the Core website for introducing and navigating the platform, making it easier for new members to utilize its features effectively.
- **Create a Core Website Maintenance Plan**
 - Ensure the Core website is up-to-date and easily navigable. Implement a comprehensive maintenance plan to keep the website clean and functional and keeping the trends sections current, relevant, and up to date.
- **Collaborate on Webinars**
 - Consider conducting member surveys and partnering with field experts to co-create webinars to enrich the content in order to better reflect member interests.
- **Promote a Virtual Asynchronous Support Model**
 - Reimplement the "Ask a Core Member" option on the website where potential and current members can ask questions and receive prompt responses from the Core team. This should be prominently featured on the Core homepage.



-
- **Develop an Interactive Career Mapping Tool**
 - Consider potentially partnering with the Technology section to design an interactive career mapping visualization that allows users to explore various career paths based on their unique determining factors, providing a personalized and engaging experience.
 - **Consider supporting Non-Linear Career Trajectories**
 - Explore ways to acknowledge years of experience and skillsets prior to acquiring an MLIS degree in a practical and effective way and incorporate them into building career pathways.

