

Report of the AALL Educational Summit September 23-24, 2005 Oak Brook, IL

Background

On September 23-24, nearly 70 individuals from across AALL leadership gathered at The Lodge in Oak Brook to consider the future of education in the field of law librarianship. Representatives from the Executive Board of AALL, the AALL chapters and the Special Interest Sections, as well as from sponsor BNA, and AALL staff, spent a day and a half considering what the appropriate roles in educational delivery should be for AALL, its chapters and the SISs. The session was designed and facilitated by Cate Bower, principal partner of Tecker Consultants, LLC. A list of the participants is appended to this report

Participants were assigned to tables to provide a good mix of perspectives at each of nine small groups. As an icebreaker for the work, they were asked to identify and share the characteristics of a memorable education experience. The highlights of those characteristics include:

Key Elements of Educational Success

Just in time learnings

No one-delivery mode fits all

No distractions, comfortable facility, intense experience

Relevant subject matter

Transformative

Creates community

Passion for subject matter

Bonding experience

Lifts vision, inspirational, outside the box thinking

Instructors also learning from students

Learning from peers through repeated connection

Credibility of speaker

Size appropriate to topic/length

Practical orientation with take away handouts

FUN

Individualized attention, practice, choice

Both common and diverse populations attracted

Length - 1 day or more; 30 minutes; every where in between

One on one/role playing

Surprise

A full listing of the table discussions notes on this and other discussions will be found in the appendix to this report. All nine tables are reported here.

Building a Shared Knowledge Base

There was a general discussion of how we define professional development¹ with general agreement along the lines of "Ongoing practice training to help one in one's current job and to further enrich one's career."

Following an overview of guidelines for strategic dialogue, the groups set about answering three knowledge-based questions:

What do we know about stakeholder needs, wants and preferences?

What do we know about the current realities and evolving dynamics of our environment?

What do we know about the capacity and strategic position of AALL and its components?

What follows are the general answers to these three questions.

Q1. What do we know about stakeholder needs, wants and preferences?

- People want programs current to job responsibilities
- More regional and local opportunities
- Affordable programs
- Partnering with others to expand educational opportunities
- Bring in more outside speakers and experts, provide more funding; more affordable
- Shorter single topic programs
- Significant agreement on content areas (Education Needs Assessment)

¹ Full exploration of the responses on professional development appear in the appendix to this report.

- Programs ought to address every kind of learning style
- Stakeholders: members, SIS, Chapters, Vendor partners, etc.
- A need to link competencies to individual member performance evaluations and individual performance expectations when evaluating personal professional development aspirations
- We have a mismatch between what members say they want from AALL and what our expertise is. We may, however, be able to play a resource role by creating alliances to provide that information.
- Half day to full day/in person preferred delivery methods.
- Chapters have a lot of preference around modeling, cost, and who's providing it
- We need specialized training in addition to advanced training - a matrix of specialty v. segment
- Need to be clear about defining our niche. Cannot be all things to all people. Just because members say they want a content area does not mean that AALL should be the entity to provide it.

Q2. What do we know about the current realities and evolving dynamics of our environment?

- Diversity is a constant in all its glory.
- Economics/competing with perceived value.
- No benefit seen - i.e. cannot get institution to pay for professional development because parent institution does not see the value. Related is fact that many institutions do not fully value law librarians. At the same time, law librarians cannot pay for professional development on their own.

- What does less money mean to the environment we are operating in as professionals? Money has wider issues.
- Technology has an environmental impact - less or more paper
- Space is a consideration - costs more, how to plan for, change for technology, deliver space
- Different levels of libraries have different levels of resources, different levels of clients.
- Declining numbers of law librarians.
- Free vs. fee. Clients won't pay for information any more.
- Role of law librarian as an "authority" - supplanted by Google?
- Do more with less.
- Access v. ownership.
- Historical information; format of information
- Geography i.e. remote access
- Security
- Stress - burnout - work/life balance
- "Pink Collar" profession what is impact with relationship with attys and how we are viewed
- Globalization - information delivery globalized with a wide impact on what we deliver
- Need flexibility to meet the needs of those with families and other time constraints

- Individual should have some responsibility, not just the institution
- Change is a constant.
- Need for leadership development.
- Outsourcing of services such as research.
- Need to have an appreciation about the depth of concern about all of the environmental elements in this section.
- Decreasing law school enrollments important to note because the marketplace may be markedly different in the near future.
- Need to think ahead of what our members might need in the future.

Q3. What do we know about the capacity and strategic position of AALL and its components?

We know that membership and attendance at annual meetings is increasing.

We know that we need to market and develop a good distribution mechanism for quality programming that currently exists.

We know that there is competition in programming and we need to partner with these associations.

We believe that there is a strong impression that academic and private law librarians are developing into specialist orgs rather than one umbrella org. within AALL

We know that AALL needs to provide targeted professional development to attract new members.

We know that AALL has limited capacity at HQ to be all things to all people.

AALL has resources that chapters and SISs do not. Has ability to target specific segments of membership that other entities do not. Chapters have to appeal in their programming more broadly. AALL should develop modules to bring to the chapters that would appeal to the smaller segments.

Chapters are great at cost effective delivery.

None of us really knows what AALL is as an entity and what it can provide - lots of opinions.

Need to be better at marketing materials outside the annual meeting.

Issue of cost - make money, break even, or subsidize professional development needs addressing.

Competitors: ALA, SLA, National Center for State Courts, need to analyze strengths/weaknesses against competitors

Private law librarians morphing into KM positions such as ARMA, ILTA, Legal Marketing Assn, Legal Administrators Assn also commercial entities that morphed into educational providers

The more competition in the marketplace the more important it is we define our ideal niche and develop clarity about who we are and what we have to offer.

For years assns defined role as the source of knowledge for members today they are evolving into becoming the resource and conduit - whether we create it or we get it by linking to someone else. Wherever it lives it is easily accessible and we make it accessible to our members.

What's gone on in the chapter and SIS level? Varying capacity - some huge some small.

What is the history of prior AALL delivery of professional development to the field?

AALL based decisions on where the biggest pool of law librarians existed. AALL called chapter to say this is coming to town would you be willing to host it? Chapters felt imposed upon and did not appreciate the cost recovery model. They did not come to program, could do it without AALL.

Some worked very well: acquisitions, copy right, cataloging.

Some work better by placing a legal slant on information delivered.

Member experts burned out and exposed a capacity issue at the SIS level that hindered development of programs.

Another flaw in development of PDC was insistence on high standards and therefore have to control more which raised the overhead cost of the programs. Lacked collaborative work and created a bureaucratic approach that ultimately wasn't viable.

PDC a noble experiment that went wrong. Made AALL step back and reconsider what we do about continuing education. Rifts between chapters and national.

Many chapters use educational programming as a fundraising program and felt national was taking \$\$ out of their coffers.

Missed potential in getting chapters and SISs to work together - get a facilitator to help these two entities work together.

AALL needs to recognize we have a responsibility to help chapters and SISs do their jobs better. An appreciation of that dynamic.

In some ways PDC model worked well - esp. workshops in advance of the annual meeting. There was a model in getting good education to an audience that wanted that - the price point when trying to market workshops out to the community (overhead).

AALL has capacity of expertise but a disconnect in delivery of programs. Especially due to tremendous leadership turnover on the part of our dedicated volunteers.

Our challenge is to look at these issues through a different lens. What kind of business model do we need to make it viable, what kinds of delivery mechanisms do we need? Etc.

What are the Implications of These Discussions for the Work that needs to be done?

1. Whatever we do we need to be flexible in terms of delivery
2. mechanism and the timing because of constraints of members in field
3. May need to pursue leader development
4. Would a certification program be beneficial?
5. Possible to develop modules that could be delivered by or in concert with chapters
6. A different role for AALL to facilitate between chapters and SISs
7. Offer credit for course work as way of attracting new law librarians
8. Revenue issue when contemplating programming for chapters; but for SISs this is less of an issue - should be program for them or consider them a source of expertise.
9. Enhance what chapters and SISs do by grant funding their programming - enable them to do it.
10. Provide resources to chapters SISs such as speakers and content
11. Vendor presentations of updated technology

12. Curriculum development on national level but delivered at the local level
13. SIS members of local chapters provide expertise to that local chapter
14. SISs prepare streaming video delivered through the national and developed by SISs
15. Videotape AALL programming and deliver to national audience
16. Give chapters and SISs the opportunity after each annual meeting identify a program to go out to the chapter later in the year.
17. Key to success regardless of model will be to think about alternatives to the talking head and the panel. As adults we learn by being engaged with the subject.
18. Audit programs offered on each of the levels to better understand what might be shared and capitalized upon.
19. List programs submitted and not accepted at the annual meeting, those may be appropriate for the chapter if not for the national level.
20. AALL provide a place for individual members to say "I would like to learn X, I'm willing to pay Z" a bidding system that AALL brokers.
21. AALL serve as national clearinghouse of all educational programming across the field

What Could We Do?

From the implications, a list of role options for AALL, Chapters and SIS's was developed (see appendix for full list). Each table was asked to review the options and to select the top options for AALL, for chapters and for SIS's. They were asked to select 2-3 to Die for Options (things we absolutely MUST address) across each of the three categories and 2-3 important to do but not essential to do options across each category. Full details about the total vote appears in the appendix.

Overarching Options

Five overarching options emerged from the table discussions.

1. Repackage annual conference materials for distribution to chapters/SIS's to their use at local level
 - Will require administrative assistance
 - Will need basic level email addresses for members

2. Make grants to develop new content: chapters to apply for grants; established criteria determines who and how much \$ allocated; program need to be replicable and sharable
 - Will require admin assistance
 - Will need a committee to vet proposals
 - Must be more nimble in response and administration than in the past

3. Link SIS's and chapters together for content development to be delivered locally
 - Will require administrative assistance

4. Electronic distribution of educational programming materials to chapters, SIS's, etc. primarily derived from annual conference
 - Will require more sophisticated web presence/perhaps web master
 - Can be started with next Annual Conference

5. Serve as a clearinghouse of professional development offerings from whatever source

Additional Priorities Added By Group

6. Develop calendar of events across the field - not just AALL events

7. Develop content/rotating institutes

Next Steps

The following list of options (drawn from the list above) was considered and those items underlined in red are areas were viewed as areas to begin addressing immediately.

Single SIS to serve as a pilot program

Regional meeting in 2007 as a test - Toronto in October 07

Start clearinghouse efforts now

Speakers bureau

Calendar on website²

CV of members on data base

Ability to buy information from Annual Meeting from website (both members and non-members);

Identify in advance St. Louis programs to videotape; including calendaring SIS and Committee information in Annual Meeting materials

Ask SIS and Chapters to submit ideas for programs they want/willing to develop

Update public profiles on AALLNet

Council of SIS chairs/chapters to start collecting calendar information

Discussion list of management books online

Explore technology component (HQ staff)

Create endowment pool for grants from multiple sources

² Chapters/SISs to provide input on content

Appendix

How Do We Define Professional Development

Table 1

Any educational experience that will advance career; new skills and improving on what we already do/know; enhance personal development (interpersonal skills, positioning, and communications skills;

Table 1 Green Sheets

Common vision: small, off site, intense, relevant to daily issues, different points of view, common goals, coming from different environments, opportunity to communicate on shared bases, participatory, not lecture, immediate feedback, open new horizons, learning new things, in different horizons

- That any educational experience will advance career; any education - classes, instructing, one-on-one to advance in career; even working with a mentor or mentee - teaching someone else teaches you
- Learning something new - skills, not only for jobs held now but for future
- Building on what you knowing, improving yourself, gaining knowledge, reading articles
- Something enhances your personal well being, how you see yourself
More than skills - helping you to position yourself where you need/want to go - even if you don't know where that is - positioning interpersonal skills - with other groups, politics, communications skills, learning flexibility to adapt to change, to be change agents

Table 2

Consistent with mission, purpose; refresh and expand skill set; reaffirm and recognize knowledge set; broadens understanding or career purpose and required skills; advancement potential with vision; teach me some aspect of my job responsibility I can practically use; staying current; appeal to new recruits and promote career path to new law librarians; use all learning styles, tech and communications skills to get message across; need diversity wide scope of audience appeal; how to appeal to a new generation; share ideas, concepts, thoughts without fear -open forum; problem solving improvement; going global and out of the box

Table 2 Green Sheets

- Change is a constant - technology, cutting edge, out of the box, need a mix of old and new, reminding of where we are where we need to go - these issues need to be addressed in any program
- Active involvement - individual must take responsibility and presentation (committee work, etc) can be development
- People need to broaden the definition of professional development that employer understands - can't rely on outsiders to develop your career - a personal responsibility

Table 3

Job related; learning skills and knowledge to keep increasing with changes in profession; building on base skill set; keeping abreast and staying ahead of new ideas and technologies

Table 3 Green Sheets

- Job related learning opportunities
- Learning skills and knowledge to keep up with changes in profession
- Building a base of skills
- Keeping a breast and staying ahead

- Opportunities to grow

Table 4

Ongoing practical training to help one in one's current job and to further or enrich one's career; illumination of paths one didn't know existed

Table 4 Green Sheets

- Growth in one's profession
- Job related vs. career related
- Specific skill sets that are cross -responsibility
- Learning to do the job you do better
- Want to learn current sources and techniques
- Self-development
- Ongoing
- Train for your current job and prepare for your next job
- Practical skills vs. theoretical knowledge
- Enrich career depth and knowledge
- Interacting with other disciplines
- Illumination of career paths that you might not know existed

"Ongoing practice training to help one in one's current job and to further enrich one's career"

Table 5

Professional development helps us do current job better; prepares us for future; stimulates personal growth which may not be library related

Table 5 Green Sheets

Develop skills

Do our jobs better - or specific skills

New information skills, etc.

Keeping current as well as looking forward

Prepare to go beyond the current level, maybe even future job or looking at the future

Also personal growth that may not be a specific library skills that enhances overall development

Table 6

Keeping ahead of the curve; acquisition of knowledge to help us advance in our careers and keep our jobs; enhancement of skills already learned and development of new skills; helping do your job more effectively; cope with change

Table 6 Green Sheets

Instruction that keeps us ahead of the curve, enhancement of skills already learned; new skills we don't currently have; educational opportunity relevant to job; acquisition of knowledge that keeps us employed; advance in our careers; timely; helping do job more effectively; cope with change

Table 7

Continuing education; skill development to enhance performance; jump start profession; something involved in advancement of profession; added value = many things (including money)

Table 7 Green Sheets

Continuing education in a discipline, or profession or career

Skill development to enhance performance

Job-related but not necessarily tied to a specific institution

Something that enhances or transforms— a way to jump-start interest and enthusiasm for professional matters

Continuing to learn about the profession to enhance not just individual but the profession—advancement of the profession is a key element

Something that provides a credential or a value for a person within an organization

Added value that translates into more authority, more prestige, more \$\$

Table 8

Lifelong learning; adapting to changing needs, users, etc.; keeping abreast of changes in profession; forecasting changes; networking; skills to improve job performance; new skills; training after job commences; development of skills not unique to job; personal development; career development; advanced training

Table 8 Green Sheets

- Skill set more than career (interview, speaking, etc) Want to know what they don't know and want to be taught how to do it. Need multi-level programs because individuals needs change over time.
- Skills you need to improve job performance
- New skills
- Training provided after job commences

- Development of personal professional skills, e.g., speaking
- Advanced training
- Life long learning
- Adapting to changing needs, users, etc.
- Keeping abreast of changes in profession
- Forecasting
- Networking
- Development of skills not unique to job

Table 9

Improves job performance; not just about one/your own institution - generalizable; applicable to multiple environments/types of libraries; broadening professional skills -what you do; cutting edge information - new knowledge, skills, attitudes, technology of the profession; learning from experts in an area (or those who know more than us or as much packaged uniquely); adjusting and managing change

Table 9 Green Sheets

- Improves job performance
- Not just about one (your own institution) -generalizable
- Applicable to multiple environments/types of libraries
- Broadening professional skills - what you do
- Cutting edge information - new knowledge, skills, attitude, technology of profession

- Learning from experts in an area; level of presentation targeted to the learner and/or information presented so as to illuminate
- Adjusting and managing change

What Makes a Great Learning Experience?

Table 8

Related to listener's experience

Hand on experience

Fostered networking/working together

Individual, personalized attention

Self-awareness

Knowledge

Applicable with self-interest motivated; change to practice

Table 5

CE not just within the profession - ex first class in lamp work - new commitment, thinking outside the box

A class which focuses on the future and forces thinking about where you will be, your students (patrons) will be a few years in the future - this was very challenging

Consortium of NC law schools gathering to discuss ideas about teaching research and writing

Experiencing a multi session, intense curriculum intended to develop a new group of leaders in the library profession statewide. It included learning about things such as business management theories and

applying them to actual library situations as well as participating in group discussions of various sizes and filling the roles of facilitation, scribe, etc.

Common themes: all were experiences with something new and unique which 'lifts your vision', inspiring, thinking outside the box

Table 6

Facilities—comfortable, no distractions

Focus of group (interest of people) in topic

Networking opportunities

Quality of presenter

New Ideas

Relevant subject matter, practicality, hands on, bring home specific suggestions

Q1. What Do We Know About Stakeholders' Needs, Wants and Preferences?

Table 1

- Members want programming relevant to current responsibility
- More regional focus meetings because of location, money/cost, local opportunities
- Faster turn around - submit idea - too long to show up as meeting; no longer cutting edge - speed to market
- Variety of formats - web cast, in person

- More advanced topics, esp. technology - maybe smaller audience but also for people coming in who need mentoring - without losing basic programs
- Mid level training for future planning - to be able to be directors/ to be hired
- Bring in more outside expertise speakers and provide more funding for this
- Also need programs to expand horizons beyond the current
- CLE credit or equivalent
- If AALL wants to promote MLS as standard -want more scholarship \$
- More monetary support for speakers, want qualified outside people
- Affordable
- Partnering with others to expand educational opportunities
- Shorter, single topic programs

Table 8

- What do we mean by stakeholders: members as whole, chapters, SIS's, employers, publishers,
- Rely on surveys done by AALL
- Individual first, chapters and SIS represent the individual in different ways. People want/need a curriculum delivered in every way possible; they want the universe; there is no consensus re type of delivery, laundry list of topics
- If for chapters have to have general program for all library types

- SIS can be specific content - more job related
- \$/affordability something to consider
- Travel - some don't want to/can't
- Convenient - time and \$
- Flexibility - no one way fits all; need to be nimble
- Quality and development are an issue
- Areas of law
- Basic cataloguing
- Acquisitions
- Technology
- 1st time administration/management
- We know they need content, but need convenient delivery
- Slight preference for in person

Table 5

As an organization, AALL has done much to identify these:

- PDC report, generational report, strategic directions committee of Executive Board - member input survey and blog "At the water cooler". It also included input from other organizations such as OCLC; examined strategic plans of the library organizations and law organizations. Survey conducted by Christine Graesser geared to PLL.
- Programs geared toward library types

- Programs geared toward SIS, esp. tech services
- Regional meetings -big regional chapters, chapters getting together to do live and local in person programs; a regional meeting; programs brought out to various regions
- Web courses of different types and other delivery technologies
- Specific content areas have been identified by members: GSO input, management skills, reference/research skills, technology skills, subject expertise, teaching instruction, business topics, retirement planning
- Hands on training
- Non-AALL speakers
- More advanced offerings as well as basic
- More non-member speakers ex. Plenary speakers who are experts in other areas
- Non-law and non-library offerings
- Areas that can be done better by other organizations can be identified, ex. Specific technology skills such as word, etc.
- Mentoring basic skills
- Programs that meeting different learning styles
- Content
 - Reference/research skills; technology skills; administration and management skills; subject expertise; teaching and instruction; business topics; retirement plannings

Q2. What Do We Know About the Current Realities and Evolving Dynamics of Our Environment?

Table 2

- Economics - cost/perceived values
 - No benefit to parent organization
 - Need to show measurable outcomes
 - In order to lessen cost, team/partner with other organizations to offer local programs (no travel costs)
 - How do programs benefit library users? Need measurable outcome to justify attendance
 - Librarians and their work are not sufficiently valued by their parents; therefore parents won't pay for professional development
- Diversity is a constant - format, web cast in person - need to expand opportunities
 - Learning styles - participatory/lecture, etc
 - Target generational differences - different generations learn differently and have different needs
 - Participants have different educational abilities
 - Narrow cast and broadcasting both ok
 - One size does not fit all
 - Have to blatantly differentiate in the level of programs - programs should NOT appeal to all
- Active involvement

- Presenting committees/serving on SIS, chapters, Boards
- Individual responsibility

Table 7

Institutions have less money (shrinking budgets)

More technology

Less paper

Space allocation—reductions in space for libraries and staff

Remote users

Resources really depend on the type of library

Many types of libraries still don't have a lot of technology—have and have not exist because allocation of resources varies from private to public

Wide range of patrons served and expectations differ greatly

Impact of greater economy on public law libraries—patron access to information diminished

Generational differences in info use and info acquisition—learning styles

There are fewer librarians and fewer libraries

Free v. fee information—growing presence of free resources

"It's all on the internet"

Changing client expectations

Impact of Google on the role of the library/ & librarian

Time—expectation of how long it should take; time of info delivery has shortened considerably

Fewer employees but more work

Remote patrons—new delivery mechanisms, no need to collect physical collections for folks who don't come to a physical place

Just in time rather than just in case

Access v. ownership

Archives/ Historical collections - who will have them? Electronic preservation for newer born digital info; and format migration

Remote storage

Geography—remote access

Security issues

Stress and burnout

Work/life balance problems

Increasing pace of change

Pink collared profession

Globalization—firms have offices in many more foreign countries so no longer rely on larger library collections for that info, but now everyone wants foreign and intl. info

Users in public libraries come from all over the world—less homogeneous population—multi-lingual needs

Table 9

External/internal pressures

Rapid technological change

Internal budget and finances

Demands on government resources, especially in light of recent disaster in Continental US

Practical skills critical

Demographics (aging librarians population with various learning styles)

Global realities

Libraries use business, news, other non-law information resources

Interdisciplinary

MLS v. JD constituency may not know legal terminology or practical information about how courts work, documents filed, etc.

Print migrating to electronic

Archive and newest technology - training librarians and attorneys for the future

Everybody is too busy; time constraints; home/work life must balance
flexible educational environment; learning on own time/own pace;
flexible format; modalities

Q3. What Do We Know About the "Capacity" and "Strategic Position" of AALL and its Components?

Table 3

AALL capacity

- Negotiating power vendors established
- Continuity - paid staff
- Size - ability to target specific segments to membership
- Structure - national

Chapter capacity

Cheap local arrangements in cost effective manner

Fewer administrative costs

Strategic position

AALL doesn't market itself as well as it should

A passive organization

In best position to develop program 'modules'

Chapters

Best position to implement

Table 4

We know that:

1. Membership is growing by 5%

2. Attendance at annual meeting is increasing
3. Components of the AALL are scattered and are not all equal in professional development offerings
4. Chapters (Selected) as well as national develop high quality programs and there needs to be a way of disseminating these quality programs for the appropriate audience
5. Some local programs should be sent up to national level and some national level programs should be offered on the local level
6. There needs to be a way of identifying outstanding programs at the annual meeting to be offering in other venues
7. AALL has rivals in delivering education (ALA, SLA, PLI) - competition
8. AALL needs to have partners in developing and shaping programs
9. We believe that there is a strong impression that private law firms and academic law libraries do things differently and it is perceived that we are evolving into separate but allied organizations
10. We know that AALL need to provide targeted professional development to attract new members, and to foster careers of longer term members
11. We know that AALL headquarters has a limited capacity to address professional development.
12. Librarians are increasing learning more in depth knowledge of one subject area (Vertical) vs. many subject areas (horizontal)
13. AALL is not drawing in younger members - we need to provide targeted professional development to attract younger members

Table 6

How to reach our members

Disconnect between component and AALL

Some not interested in national experience

Overall, very uneven performance

Annual Meeting successful because of broad range of topics

Some most successful programs are done jointly

Lack of organization between national and regional

- Chapters look to national for guidance
- Note: Chapters are independent!
- When go to members for help, hard to get response
- Want it to be inexpensive
- Nuts and bolts from AALL to local groups—providing support
- Can SIS provide off meeting program - with technology maybe yes in a way that we haven't before
- Communications

Where else do they go?

SLA, ALA, PLI, vendors, schools, state library associations, Cali,
National Center for State Courts

Perceptions

SLA - speed to market, more relevant, faster, more options

AALL - academic, LLJ academic journal, timing of meeting

Possible Role Options Considered

AALL

Repackage annual conference materials for distribution to chapters/SIS's to their use at local level

Make grants to develop new content: chapters to apply for grants; established criteria determine who and how much \$ allocated; program need to be replicable and sharable

Link SIS's and chapters together for content development to be delivered locally

Electronic distribution of educational programming materials to chapters, SIS's, etc. primarily derived from annual conference

Serve as a clearinghouse of professional development offerings from whatever source

Develop electronic calendar of all offerings from variety of sources

Develop content/rotating institutes?

Both provider and clearinghouse for other programs we are not skilled to present but of which we have no awareness.

Sponsorship or vehicle for partnership with other organizations.

Subsidize attendance at allied programming. Convener vs. subsidization role.

Provide structure for the competencies, certification or "master plan" for career development. "This is what you need to know" - via a calendar or other mechanism to provide some type of authentication structure (AALL stamp of approval) and put in context. AALL as a vetting body with structure.

AALL as provider of periodic programming on a limited number of topics for a core constituency of law librarians.

Speakers bureau model of programs available that chapters could order and deliver locally. Clearinghouse for a speaker's bureau or educational programming on a national scale.

Provide expertise on the technology to make presentations more available - teach chapters etc how to be smarter about how to deliver and market programming. OR, leverage AALL technological capacity to deliver content.

14 Assist in taking advantage of technological expertise within the assn and to partner with others who have expertise not located in-house. (CALI streaming).

Logistical support and one-on-one consultation to chapter on how to organize and mount meetings.

AALL become more assertive in pushing educational programming out to local level.

Encourage sis members and provide incentives to develop content. Develop competencies; provide coordinated calendar; train the trainer; technological resources

Develop desktop training i.e. 2-4 hour interactive program with chat, video, etc. for focused areas in law librarianship using expertise of SISs

Issue grants to chapters to assist in mounting programming.

Limited role except for providing technological infrastructure.

Develop professional literature by funding people in library schools to write it.

Promoting leadership in chapters on all levels to be a part of professional development.

Provide electronic university with a professor active in the curriculum to provide instruction in core training areas where there are gaps in education.

Develop greater presence in library schools; partner in curriculum development and as a resource for delivery platforms; enlighten re culture of law librarianship

Provide PLL with consistency and a partnership that will help the structure hold through iterations of leadership and capacity. Convene a summit meeting with PLLs and AALL to explore issues.

Chapters

Inform AALL of needs assessment in field.

Deliver time sensitive localized content to members well and cheaply.

Partner with local groups and vendors.

Reach local and state level material.

Provide hands-on training.

Bring in outside resources.

Weak on specialized interests for small populations. Suggests this type of programming best developed on national level. Regional delivery or web delivery.

Partner with Dialog and library schools.

Part of the challenge is developing an approach that has the greatest applicability across widely varying capacities and populations.

What is the primary delivery vehicle for education programming? Annual meeting or other source?

Annual meeting should not be considered primary source for professional development but rather programming from the ground level, therefore look toward coordination model (EBAY).

Create electronic network on AALLNET to share innovative programming ideas; AALLNET Coordinator best positioned for this.

Videotape plenary sessions for broader distribution.

SISs

1. Need for electronic delivery of programming
2. Need incentives to help develop content; potential to share resources to develop incentives (tenure considerations will be powerful); publication by AALL of work
3. CALI lesson bank may be siphoning energies elsewhere (provides strong support and structure for developers to make it easy to create lessons that are divided down into small bits)
4. Develop "what I didn't learn in library school"
5. SISs provide content and partner with each other and allied organizations provide presenters needs assessment of SIS members
6. Needs assessment of SIS members
7. Education committees continue post annual meeting to scan for content

8. Need to remain cognizant of other groups such as caucuses which will also have content of value
9. Challenged by scope of diversity within association

Summary of Choice Evaluations

Note some groups identified a choice in both categories, so totals will sometimes exceed the maximum of 9 possible votes.

AALL

Option	TDF	Impt
Repackage annual conference materials for distribution to chapters/SIS's to their use at local level	6	2
Make grants to develop new content: chapters to apply for grants; established criteria determines who and how much \$ allocated; program need to be replicable and sharable	7	3
Link SIS's and chapters together for content development to be delivered locally	1	1
Electronic distribution of educational programming materials to chapters, SIS's, etc. primarily derived from annual conference	5	0
Serve as a clearinghouse of professional development offerings from whatever source	8	0
Develop electronic calendar of all offerings from variety of sources	7	0
Develop content/rotating institutes?	2	1
Both provider and clearinghouse for other programs we are not skilled to present but of which we have no awareness.	7	0
Sponsorship or vehicle for partnership with other organizations. Subsidize attendance at allied programming. Convener vs. subsidization role.	1	5

Provide structure for the competencies, certification or "master plan" for career development. "This is what you need to know" - via a calendar or other mechanism to provide some type of authentication structure (AALL stamp of approval) and put in context. AALL as a vetting body with structure.	1	2
AALL as provider of periodic programming on a limited number of topics for a core constituency of law librarians.	4	1
Speakers bureau model of programs available that chapters could order and deliver locally. Clearinghouse for a speaker's bureau or educational programming on a national scale.	8	2
Provide expertise on the technology to make presentations more available - teach chapters etc how to be smarter about how to deliver and market programming. OR, leverage AALL technological capacity to deliver content.	7	2
Assist in taking advantage of technological expertise within the assn and to partner with others who have expertise not located in-house. (CALI streaming).	5	1
Logistical support and one-on-one consultation to chapter on how to organize and mount meetings.	1	5
AALL become more assertive in pushing educational programming out to local level.	0	0
Encourage sis members and provide incentives to develop content.	4	0
Develop competencies; provide coordinated calendar; train the trainer; technological resources	3	0
Develop desktop training i.e. 2-4 hour interactive program with chat, video, etc. for focused areas in law librarianship using expertise of SISs	1	2
Issue grants to chapters to assist in mounting programming.	5	2
Limited role except for providing technological infrastructure.	4	0
Develop professional literature by funding people in library schools to write it.	0	1
Promoting leadership in chapters on all levels to be a part of professional development.	1	2
Provide electronic university with a professor active in the	0	1

curriculum to provide instruction in core training areas where there are gaps in education.		
Develop greater presence in library schools; partner in curriculum development and as a resource for delivery platforms; enlighten re culture of law librarianship	5	0
Provide PLL with consistency and a partnership that will help the structure hold through iterations of leadership and capacity. Convene a summit meeting with PLLs and AALL to explore issues.	0	2

Table 1

To Die For

#5/6/8

#12

#4/13

#23

Important

#2/20

#1

#9

#14

#19

Table 2

To Die For

#1 Repackage annual conference materials for distribution to chapters/SIS's to their use at local level plus provide and promote greater dissemination (such as selling vis AALLNET) of AMP materials to chapters/SIS's in multiple formats

#2/3/20 2. Make grants to develop new content: chapters to apply for grants; established criteria determines who and how much \$ allocated; program need to be replicable and sharable and 3. Link SIS's and chapters together for content development to be delivered locally; 20. Issue grants to chapters to assist in mounting programming.

#5/6/8/12 = provide clearinghouse of educational opportunities through use of a calendar and speaker's bureau

#13/14/21 = provide technological expertise to deliver content from whatever source

Important

Logistical support (15)

Research Grants - professional publications, programs

More AALL staff to carry out efforts

Table 3

To Die For

Clearinghouse (5,6,8,12)

Grants/incentives (2,17,20)

Technology (13,14,18,21)

Competencies (18)

Important

#10 Provide structure for the competencies, certification or "master plan" for career development. "This is what you need to know" - via a calendar or other mechanism to provide some type of authentication structure (AALL stamp of approval) and put in context. AALL as a vetting body with structure.

#25 Develop greater presence in library schools; partner in curriculum development and as a resource for delivery platforms; enlighten re culture of law librarianship

Table 4

To Die For

#6 Develop e calendar

2 - Grants for new content

#5/8/12 - All of these express clearinghouse of programs/speakers

#13/19 Develop and provide expertise

Important

#25 -- presence in library schools

#15 - one-on-one consulting

#24 - e-university for gaps

#10 - possibly with CLE

#9 - vehicle for partnership with other organizations

Table 5

To Die For

#2 (17/20) Incentives

#1 (4) Distribution

#5 (6/8/12) clearinghouse, calendar, other

#10 Competencies

Important

#19 Desktop

#13 (15/23) HQ logistical, technical support

#9 (25) Foster partnerships

#7 (11) Originator of some content/programs

Table 6

To Die For

#4,13 -provide technical platform

#6, 8,12 - act as a clearinghouse of educational opportunities regardless of source

#1

#11

Important

#15

#2

#25

Table 7

To Die For

Technological infrastructure (13,14,21)

Clearinghouse (5,6,12,18,8)

Administer, packer and deliver content (facilitator) (1,11,15,4)

Financial support (2,17,20,22)

Partner with others to do this (9,14)

Important

#1 Big picture

Table 8

To Die For

#1

#5,6,12

#2,17,20

#11

Important

#13,15

#9

#26

#23

#22

Table 9

To Die For

#1, 13,14

#5, 6, 11

Important

#20/2,

#25
#26
#12
#9

Chapters

Option	TDF	Impt
Inform AALL of needs assessment in field.	2	2
Deliver time sensitive localized content to members well and cheaply.	6	1
Partner with local groups and vendors.	3	4
Reach local and state level material.	7	2
Provide hands-on training.	1	3
Bring in outside resources.	0	4
Weak on specialized interests for small populations. Suggests this type of programming best developed on national level. Regional delivery or web delivery.	0	2
Partner with Dialog and library schools.	3	2
Part of the challenge is developing an approach that has the greatest applicability across widely varying capacities and populations.	0	0
What is the primary delivery vehicle for education programming? Annual meeting or other source?	0	0
Annual meeting should not be considered primary source for professional development but rather programming from the ground level, therefore look toward coordination model (EBAY).	0	0
Create electronic network on AALLNET to share innovative programming ideas; AALLNET Coordinator best positioned for this.	0	2
Videotape plenary sessions for broader distribution.	1	0
Provide AALL with information about chapter programs/local/regional professional education opportunities	0	1

Table 1

To Die For

#2/4

#1

Important

#7

#3

Table 2

To Die For

#2/4; 1 & 8 == what has/has not worked for the chapters and to deliver the results cooperatively

Important

Partnering (3/6/8)

#12 Create electronic network on AALLNET to share innovative programming ideas; AALLNET Coordinator best positioned for this

Table 3

To Die For

#2/4 Deliver time sensitive localized content to members well and cheaply and Reach local and state level material

#12 Create electronic network on AALLNET to share innovative programming ideas; AALLNET Coordinator best positioned for this.

Important

#5 Provide hands-on training.

#6 Bring in outside resources

Table 4

To Die For

2 Deliver time sensitive localized content

#4 Reach local and state level material

Important

- #3 Partner with local groups and vendors
- #12 Create electronic network on AALLNET to share innovative programming ideas; AALLNET Coordinator best positioned for this.

Table 5

To Die For

- #2/4 -localized content = state and local
- #3/8 - partnering

Important

- #5
- #14 - provide AALL with information about chapter program/local/regional professional educational opportunities

Table 6

To Die For

- #2
- #4

Important

- #3/8
- #5

Table 7

To Die For

- #2
- #4

Important

#1
#3

Table 8

To Die For

#1
Contribute identified programs from chapters, experts, outside suppliers, and vendors to AALL for master calendar

Important

#2, #6 outside resources

Table 9

To Die For

#2
#3, 8

Important

#4
#12, 1

SISs

Options	TDF	Impt
Need for electronic delivery of programming	2	1
Need incentives to help develop content; potential to share resources to develop incentives (tenure considerations will be powerful); publication by AALL of work	3	4
CALI lesson bank may be siphoning energies elsewhere (provides strong support and structure for developers to make it easy to create lessons that are divided down into small bits)	0	1
Develop "what I didn't learn in library school"	3	2
SISs provide content and partner with each other and allied organizations provide presenters needs assessment of SIS members	7	0
Needs assessment of SIS members	3	1
Education committees continue post annual meeting to scan for content	1	4
Need to remain cognizant of other groups such as caucuses which will also have content of value	0	0
Challenged by scope of diversity within association	0	0

Table 1

To Die For

#5

#6

Important

#7 and market educational opportunities and content

Table 2

To Die For

Develop content (2,4,5,7,8) Note unclear from notes what 8 refers to

Nice to Do

#2 Need incentives to help develop content; potential to share resources to develop incentives (tenure considerations will be powerful); publication by AALL of work

Table 3

To Die For

1 Partnering

5 Delivery

Nice/Important

1. #2

Table 4

To Die For

#2 Develop content

#1 Delivery

Important

1. #4 What I didn't learn in library school

2. #5 Partnering

Table 5

To Die For

#4/5 (4 is subset of 5)

#2

Important

#7 Education committee activities beyond annual meeting

Table 6

To Die For

#5

#3

Important

#6

#7 Education committee activities beyond annual meeting

Table 7

To Die For

#5

#6

Important

Curriculum Development (#3,4, & 7)

Table 8

To Die For

#5

#6

Important

#2

#7

Table 9

To Die For

#4

#5

Important

#1

#2

Question of resources

AALL put more into developing quality programming for annual meeting; prototype development. Assess later regarding strength of position for developing national programs.

Advertise fact that SISs will develop own content at annual meetings that may be replicable in the field.

If our strategy is to develop content to distribute on the local level we need to make sure the level of that content is sufficient to meet local needs.

Whither comes content?

Broaden environmental scan of sources, not just internal. Also, certain committees (GRC, Copyright, etc) could develop rich content.

Which Model/Role for Development of Educational Programming?

AALL - or cooperative?

Develop programming at national level then have chapters initiate contact whether or not they wish to access the programming available.

Increase internal capacity for better market research

What are the Roles and Responsibilities in Planning and Executing Programs?

Role	Responsibilities
-------------	-------------------------

<p>AALL Creator and clearinghouse Sponsorship Convener Provide structure/plan Speakers Bureau</p>	<p>AALL facilitation role of chapters, SIS's Network of programming, list promotion Let SIS's tell AALL what they need Repackaging annual meeting Provide substance or master plan for certification and career development Help with marketing of chapter programs Logistical support and consultation</p>
<p>Chapters Information gathering role of needs assessment Timely content delivery to members cheaply Deliver state and local materials Partner with local groups and vendors Provide hands on training Bring in outside speakers</p>	<p>Time sensitive Reach local and state levels Partnering Hands on Weak on specialized training</p>
<p>SIS's Content development Sharing programs through website Needs assessment Education committees expand duties</p>	<p>SIS's provide content Needs assessment Need incentives to help develop content - potential to share resources to develop incentives Develop 'what I did not learn in library school' programs CALI lesson bank of relevant programs SIS's should provide content and speakers for programs Videotape existing programs for wider distribution</p>