

JUNE 22–27, 2023

ALA ANNUAL CONFERENCE & EXHIBITION

CHICAGO

#ALAAC23

ALA American Library Association

2023 Annual Conference Program Proposal Submissions Dates and Deadlines*

**Dates are subject to change*

Submission site opens: August 8, 2022

Submission site closes: September 16, 2022

Jury reviews open: September 28, 2022

Jury reviews close: October 26, 2022

Final selections due to Conference Services: November 7, 2022

Conference Committee meets to review schedule: TBD

Schedule sent to staff liaisons to review for conflicts: December, 2022

Final decisions announced: December 2022

2023 Annual Conference preliminary scheduler opens:** January 23, 2023

**Preliminary scheduler will list all accepted program titles, descriptions, and speakers

2023 Annual Conference full scheduler opens: April 26, 2023

**Dates are subject to change*

2023 ALA Annual Program Submission Form Fields

You must create a new account to submit a program. Please click "Join Now" in the New User section to create an account and begin your submission.

Below are the submission questions and fields you will encounter when submitting your proposal. ***Note, some submission units have additional questions beyond the standard. These protentional questions can be found in the pages following the standard questions.**

Once you are logged in click on “Begin a New Submission”

- **Session Title (required)**
- **Submission Unit (required)**
 - Please select one ALA Unit per submission
 - [Units include each of the 8 divisions and general ALA](#)

Task 1: Submission Description

- **Select a Topic – Choose one (required)**

<ul style="list-style-type: none"> ○ Books & Authors ○ Career Development ○ Core Values ○ Transforming: Collections, Discovery and Access ○ Transforming: Community Relationships ○ Transforming: Customer & User Expectations ○ Transforming: E-Books & Collections 	<ul style="list-style-type: none"> ○ Transforming: Library Leadership Expectations – Staff and Boards ○ Transforming: Library Workforce ○ Transforming: Physical & Virtual Space ○ Transforming: Services ○ Transforming: Systems & Technology ○ Transforming: Teaching & Learning ○ Updates/Briefings ○ Other (Write In)
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- **Short Program Description (for use in potential program book and/or other printed materials) (required)**
 - 100 words max
- **Full Program Description (for use in the online scheduler) (required)**
 - No word limit

Task 2: Select ALA Unit (ALA submissions Only)

- **Select the ALA unit for which you are submitting on behalf of (required)**
 - List includes Round Tables, Offices, Affiliates & Other units

Task 2/3: Proposal Subject and Audience Information

- **Subject Heading(s) (required)**
 - List varies by submission unit
- **Target Audience (required)**
 - Briefly describe your target audience. The target audience is the demographic of people who are most likely to show interest in your program proposal.
- **General Library Type(s) (required)**
 - List varies by submission unit

Task 3/4: Learning Objectives

- **At least 2, no more than 3, unless otherwise listed below (required)**
 - Association for Library Service to Children (ALSC) – Requires 3 Learning Objectives
 - Association for College and Research Libraries (ACRL) – Requires 3 Learning Objectives
 - Core: Leadership, Infrastructure, Futures – Require at least 3, no more than 5

Task 4/5: Additional Program Proposal Details *

- **Will this be a Panel Presentation? (required)**
 - If this is a panel presentation, please describe the relationship between individual segments and interaction between speakers.
- **Will you be collaborating with another organization or individual? (required)**
 - If yes, please list the name of the organization or individual that you will be collaborating with.
- **What is the purpose of this collaboration?**
- **Equity, Diversity, and Inclusion Information (required)**
 - Briefly describe how this proposal supports increased equity, diversity, and inclusion
- **ALA Strategic Direction Information (required)**
 - Briefly describe how this proposal supports one (or more) of the above strategic directions. [Details of ALA's Strategic direction can be found on the ALA website.](#)
- **Has this program been presented at any other conference? (required)**
 - If yes, please list when and where it was presented
- **Do any of the sponsoring units or speakers have any date and time restrictions that should be considered when scheduling this session? (required)**

*** See pages 5 & 6 for additional questions by submission unit for RUSA, United for Libraries, ALSC, and ACRL**

Task 6/7: Program Room Logistical Requirements

- Which of the following room sets would be the most beneficial for you proposed program? **(required)**
 - Theater (rows of chairs)
 - Rounds (round tables with 10 chairs each)
 - Combo (half theater and half rounds)
- Which of the following audience sizes would be the most beneficial for your proposed program? **(required)**
 - 50 – 100
 - 101 - 150
 - 151 – 200
 - 201 – 250
 - 251 - 300

Task 7/8: Contacts

- Minimum of 1 contact person **(required)**
- Minimum of 1 speaker, all speakers are not required at time of submission, but highly recommended **(required)**
- Minimum of 1 moderator, all moderators are not required at time of submission, but highly recommended **(required)**
- Full name and Email required are required for all Contacts, including moderators and speakers. This information will be used only is the session is accepted.

Additional Questions by Unit*

RUSA, United for Libraries, ALSC, ACRL

Task 4: Additional Program Proposal Details

Reference and User Services Association (RUSA)

- **Select a relevant RUSA Section (required)**
 - [List of RUSA Sections](#)
- **Additional Information (required)**
 - Include any relevant information that will assist in the reviewing of this program.

United for Libraries

- **Describe how this program relates specifically to library Boards of Trustees, Friends of the Library groups, and/or Library Foundations. (required)**

Task 4: ALSC Additional Information

Association for Library Service to Children (ALSC)

- **Budget Information (required)**
 - The ALSC program budget is limited. ALA/ALSC policy states that ALA/ALSC members do not receive payment for presenting programs. This includes honoraria, reimbursements for expenses related to travel, and registration fees. Any anticipated speaker fees for those outside the industry must be listed here prior to program approval.
- **Brief outline of program (required)**
- **Speaker/Presenter Biography (required)**

Task 4: ACRL Cost & Co-sponsor Information

Association for College and Research Libraries (ACRL)

- Are you submitting this proposal on your own as an ACRL member OR are you serving on official ACRL committee and submitting the proposal on behalf of an ACRL section, interest group or division-level program planning committee? **(required)**
- How is this program relevant to the above ACRL unit? **(required)**
- Total budget amount requested from ACRL/PDC **(required)**
- Total budget amount requested from donors **(required)**
- Budget total for conference program **(required)**
- Lodging for Non-Librarian/Non-ALA Members **(required)**
 - Please indicate the number of night lodging (\$200 per night).
- Poster Boards **(required)**
 - Please indicate the number of Poster Boards (\$100 per board).
- Travel for Non-Librarian/Non-ALA Members **(required)**
 - Please indicate travel expenses (lowest coach fare, mileage at \$.56/mile, parking, etc).
- Per Diem for Non-Librarian/Non-ALA Members **(required)**
 - Please indicate how many days (\$50 per day).
- Photocopying **(required)**
 - Please indicate the cost of photocopying.
- Catering **(required)**
 - Please indicate the cost of catering.
- Other **(required)**
 - Please indicate any other costs.
- Cosponsor and Funding Units
- Cosponsor Name Units
- Additional budget comments/explanation
- Honorarium for Non-Librarian/Non-ALA Members **(required)**

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Creating compelling conference session descriptions

Goals:

- Clear & concise session descriptions.
- Relevant keywords.
- Easy to scan for key outcomes of attending.
- Why/how this one session alone could make attending the conference worthwhile.
- Enough information to help someone decide if they want or need to attend that session.

General:

- Get the primary information right up front in titles and descriptions (think of reading on mobiles/ devices).
- “Clever” titles and copy may fail to communicate the real value of the content.
- Make your first 100 words stand alone as a compelling and useful description. If your session will be in the program book, the limit is 100 words.
- No uninformative placeholder titles or copy such as: “Copy to come later,” or “TBD.” It is possible to write strong generic copy. “After this opportunity to discuss [topic] with other specialists in this area, attendees will leave the session with new perspectives on [topic].”

Guidelines:

- Focus on outcomes for the attendee rather than wordy descriptions.
- Do not include any copy that does not tell the reader something about the session itself.
- Avoid starting with a sentence such as, “In this session, five panelists will talk about [repeat of session title].”
- Avoid generalizations that everyone already knows such as, “In libraries today, technology is increasingly important.” “Librarians are busy people.”
- Start with concrete benefits of attending the session and something that gets the reader’s attention:
 - Are you responsible for [topic] in your library? You will leave this session with five new ideas you can implement that will help you . . .
 - Learn about recent developments [as specific as possible] in [topic] and how they affect your work. Jane Doe will use case studies from six school libraries to . . .
 - Get strategies for streamlining your [something] so it takes less time each day.
- Include as much concrete information as possible.
- Select the type of library, content areas, and interests carefully to attract the right audience.
- Include at least the institutional affiliation of presenters/speakers.

A Primer on Learning Outcomes

Introduction

If you are an instructor, trainer, or educator, it is imperative that you have a thorough understanding of learning outcomes -- also known as behavioral outcomes, instructional outcomes, and performance outcomes.

Definition

A learning outcome can be defined as a clear and concise measurable statement of the behaviors (e.g., skills, knowledge, or attitudes) we expect our participants to demonstrate as a result of learning. Basically, it's what we want learners to be able to exhibit or demonstrate at the end of a course or unit of instruction.

Outcomes by Any Other Name

Behavioral outcomes, learning outcomes, instructional outcomes, and performance outcomes are terms that refer to descriptions of observable learner behaviors or performance that relate to learning. At some point, almost every teacher, instructor, and trainer must learn to write these types of outcomes. Acquiring this skill is something of a rite of passage in the process of becoming an instructor, yet it is a skill that requires practice, feedback, and experience.

Learning outcomes are about the learner and curriculum, not the instruction.

Learning outcomes specify what behavior(s) a learner must demonstrate or perform in order for an instructor to infer that learning took place. This "behavior" can take many forms and can be assessed or measured using both formal and informal assessment tools. Since learning cannot be seen directly, instructors must make inferences about learning from the evidence they can observe and measure. Learning outcomes, if constructed properly, provide an ideal vehicle for making those inferences.

The purpose of a learning outcome is to communicate.

Therefore, a well-constructed outcome should leave little room for doubt about what is intended. A well-constructed outcome describes an expectation of intended learning from an audience and contains three parts, each of which alone means nothing, but when combined into a sentence or two, communicates the conditions under which the behavior is performed, a verb that defines the behavior itself, and the degree (criteria) to which a learner must perform the behavior. If any one of these three components is missing, the outcome cannot communicate accurately.

Therefore, the parts of a learning outcome are:

1. Conditions (a statement that describes the conditions under which the behavior is to be performed)
2. Behavioral Verb (an action word that connotes an observable learner behavior)
3. Criteria (a statement that specifies how well the learner must perform the behavior).

An outcome is the focal point of a lesson plan or presentation. It is a description of an intended learning achievement and serves as the basis for the rest of the lesson. It provides criteria for constructing an assessment for the lesson and for the instructional procedures the instructor designs to implement the lesson. Without a behavioral outcome, it is difficult if not impossible to determine exactly what a particular lesson and the intended learners are supposed to accomplish. Learning outcomes should provide uniform understanding of what will be achieved from a learning event.

In order to write behavioral outcomes, one should begin with an understanding of the particular content to which the outcomes will relate. Comprehensive understanding of the content to be learned should be a goal of instructors as well as learners. This implies that instructors or others who prepare outcomes as part of lesson plans or curriculum documents and guides should have more than just a superficial knowledge of the appropriate content. Writing a series of outcomes within a body of content that lack internal and external consistency with that body of content is not a productive use of time. However, the purpose of this is not to delve into the area of curriculum consistency, but rather present some pointers to help you write better outcomes. So, with that in mind, let's begin.

1. The Conditions

The condition part of an outcome specifies the circumstances, commands, materials, directions, etc., that the learner is given to initiate the behavior. All behavior relevant to intended learning outcomes can best be understood within a context of the conditions under which the behavior is to be performed or demonstrated. The condition part of an outcome usually begins with a simple declarative statement such as the following:

At the end of this lesson, the learner will be able to: (this means the learner is given an oral or written request to do something).

Given (some physical object), the learner will: (this means the learner is actually given something such as a map, a case study, a graph, etc., that relates to and is required for performing the intended behavior). Notice that in the examples above, there is no mention of the description of the instruction that precedes the initiation of the behavior. The instruction that leads to the behavior should never be included in the actual outcome; it is a separate issue. Here, we want to concentrate on just describing the conditions under which the desired learner behavior is to be performed.

2. The Verb

We all learned in elementary school that a verb is an action word. In a behavioral outcome, the verb is a special kind of action word. The verb in a behavioral outcome connotes an observable behavior. For example, although we as instructors all want our learners to appreciate one thing or another, it is impossible to see when a learner "appreciates" something. Understand is another noble word that connotes something we want our learners to do, but we cannot observe or physically see "understanding." The best we can do is to make inferences that a learner appreciates or understands something based on what that learner does or says in a controlled situation.

What then are appropriate verbs for behavioral outcomes? The answer is quite simple. A behavioral outcome verb is a word that denotes an observable action or the creation of an observable product. Verbs such as "identify", "name", "design", "prepare", and "describe" are behavioral because you can observe the actual act or final product of identifying, naming, designing, preparing, and describing.

3. Criterion Statements

The third component of a well-written learning outcome is the criterion or desired standard for acceptable performance. A performance criterion statement describes the quality or quantity standards required for acceptable achievement during the training or education program. Criterion statements can also be referred to as "level of mastery" statements. A criterion should be measurable and may include specifications relating to time, speed, accuracy, or overall quality.

Level of Mastery Indicators

The level of mastery indicators usually follows the performance statement with such phrases as those listed below:

- ...Percent of the time
- ...Number out of number of times
- ...with percent of accuracy number out of number of attempts
- ...with less than number
- ...in (state amount) of time

Levels of mastery may be implied by using phrases that illustrate 100% accuracy, such as: "totally", "correctly", "accurately", "each", "all", "every", "corresponding", "successfully", and "without error."

The criteria are a set of descriptions that describe HOW WELL the behavior must be performed to satisfy the intent of the behavioral outcome verb. Usually, criteria are expressed in some minimum number or as what must be, as a minimum, included in a learner response. For example, an outcome might be: Given a list of twenty government agencies, the learner will identify (verb) the 13 member organizations of the National Foreign Intelligence Community (criteria).

Putting It All Together

Well-written behavioral outcomes are the heart of any lesson plan. If the outcomes you compose are "fuzzy" and difficult (if not impossible) to measure, the rest of the lesson plan that you create based on those outcomes is likely to be flawed.

Before you begin to write an outcome, spend a little time thinking about what you are describing, and remember to make the learner behavior observable and measurable. You will find this process helps to clarify what you intend, and you will be able to better communicate that intent to your learners, regardless of their skill level or background with the subject matter.

Any time you write a behavioral outcome, ask yourself the question, "Does this outcome clearly communicate and describe the intended learning outcome?" If you can find exceptions or loopholes as a way of meeting the outcome, then the outcome should be rewritten.

DO NOT use any of the following verbs or phrases in writing learning outcomes: "understand", "learn", "know", "look", "encourage", "be familiar with", "appreciate", "think about", "grasp", or "comprehend". Learning to write outcomes that describe what you want takes patience and practice. Make sure you get as much feedback as possible, especially from someone with a background in education.

Well-Written Learning Outcomes - Examples

Here are some examples of well-written learning outcomes:

Given an intelligence report, the learner will be able to accurately discuss two key points for determining the report's relevancy.

At the end of this lesson, the learner will be able to correctly identify three major intelligence disciplines.

At the end of this lesson, the learner will be able to create two corresponding strategies to build effective multinational relationships.

Given an intelligence scenario, the learner will be able to accurately recommend three viable solutions for an intelligence problem.

Given a MID article, the learner will be able to successfully critique the article in writing, utilizing the four criteria for review taught in this course.

Poorly Written Learning Outcomes

Here are some examples of poorly written learning outcomes:

Intelligence Community Organizations and policy.

Understand the nature of intelligence.

Gain insight into the nature of a terrorist threat.

Learn a systematic, organized approach to the acquisition of open source information.

Understand XXA's counter-intelligence reporting vehicles.

Writing Learning Outcomes

Learning outcomes can be written in a variety of styles and included in the specification of a performance outcome.

Three Characteristics of Learning Outcomes

Well-written learning outcomes have three characteristics. They:

1. State performance, or what the learner should be able to do, as close to the actual job performance as possible.
2. Specify the conditions under which the learner is to perform.

3. Specify the criteria for acceptable performance and the standards from which the degree of achievement can be measured or observed.

Learning outcomes are purposeful and an inherent part of the instructional planning process. Task or need analysis forms the foundation of the learning outcomes; therefore, the learning outcomes should tie directly back to the analysis.

Three Purposes of Learning Outcomes

Well-written learning outcomes have three purposes. They provide:

1. A sound basis for selection and design of instructional materials.
2. Standards for determining whether instructional outcomes have been achieved.
3. An established framework for performance.

Classifying Learning Outcomes: Domains and Bloom's Taxonomy

Learning outcomes form the foundation of any educational program. Before developing instructional materials, decisions must be made about what the learners are expected to do as a result of a lesson, course, or curriculum. The buzz of learning outcomes is not a new concept. Following the 1948 Convention of the American Psychological Association, Dr. Benjamin S. Bloom took a lead in formulating a classification of "the goals of the educational process."

Three "domains" of educational activities were identified. The first of these, named the Cognitive Domain, involves knowledge and the development of intellectual attitudes and skills. (The other domains are the Affective Domain and the Psychomotor Domain, but don't apply to our learning environment).

Eventually, Bloom and his co-workers established a hierarchy of educational outcomes, which is generally referred to as Bloom's Taxonomy, which attempts to divide cognitive outcomes into six subdivisions ranging from the simplest behavior to the most complex. It is important to realize that the divisions outlined above are not absolutes and other systems or hierarchies have been devised.

However, Bloom's Taxonomy is easily understood and widely applied in the field of education and training.

Cognitive Learning Domain

Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem solving, and evaluating ideas or actions. The cognitive domain focuses on the acquisition and use of knowledge and is predominant in the majority of courses.

Six Levels within the Cognitive Domain

Bloom identified six levels within the Cognitive Domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. A definition of each of the six levels follows :

The six levels (from lowest to higher levels of learning) along with verb examples that represent intellectual activity on each level are listed in the table below.

Level	Type of Activity of Question	Verbs Used for Learning Outcomes
LOWEST LEVEL Level 1	Knowledge Remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.	Arrange, cite, collect, define, duplicate, enumerate, label, list, match, memorize, name, order, recognize, record, relate, recall, repeat, identify, recite, recount, reproduce, specify, state.
Level 2	Comprehension Grasping the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.	Classify, describe, differentiate, discuss, explain, express, identify, indicate, locate, recognize, report, restate, retell, review, paraphrase, select, summarize, translate.
Level 3	Application Using learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.	Apply, calculate, choose, demonstrate, dramatize, employ, exhibit, illustrate, interpret, interview, manipulate, operate, practice, schedule, show, simulate, sketch, solve, use, write.
HIGHER LEVELS Level 4	Analysis Breaking down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.	Analyze, appraise, arrange, calculate, categorize, chart, classify, compare, contrast, critique, detect, diagram, differentiate, discriminate, discover, dissect, distinguish, examine, experiment, group, interpret, Investigate, inspect, organize, probe, questions, scrutinize, survey, test.

<p>Level 5</p>	<p>Synthesis Putting parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.</p>	<p>Arrange, assemble, collect, compose, construct, create, design, develop, formulate, imagine, invent, manage, organize, originate, plan, predict, prepare, produce, propose, set up, write.</p>
<p>Level 6</p>	<p>Evaluation Judging the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the learner may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defines criteria.</p>	<p>Appraise, argue, assess, attach, choose, compare, conclude, critique, decide, deduce, defend, determine, estimate, evaluate, judge, measure, predict, rate, recommend, revise, select, score, support, test, value.</p>

References

- Bloom, B.S. (1956). *Taxonomy of Educational Objectives: Cognitive Domain*. New York: McGraw-Hill.
- Hawkins, R.L. & Saunders, M.B. (1986). *The Teaching Game: A Practical Guide for Mastering Training*. Dubuque: Kendall-Hunt, pp. 39-42.
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- Ausubel, D.P. (1988). *A Cognitive View*. New York: Holt-Rinehart & Winston.
- Bloom, B.S., Madaus, G.F., & Hastings, J.J. (1981). *Evaluation To Improve Learning*. New York: McGraw• Hill.
- Gagne, R.M. (4th Ed., 1985). *The Conditions of Learning and Theory of Instruction*. New York: Holt• Rinehart & Winston.
- Gagne, R.M. (1982). "Factors on Acquiring Knowledge of a Mathematical Task." *Psychological Monographs* 78 (7).
- Gagne, R.M. & Briggs, L.J. (1974). *Principles of Instructional Design*. New York: Holt-Rinehart & Winston.
- Schurr, S.L. (1989). *Dynamite in the Classroom: A How-To Handbook for Teachers*. Columbus, O: J.F. Hopkins & Associates.
- Tyler, R.W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.

VERBS FOR USE IN WRITING LEARNING OBJECTIVES

KNOWLEDGE <i>Recall of information</i>	COMPREHENSION <i>Interpret information in one's own words</i>	APPLICATION <i>Use knowledge or generalization in a new situation</i>	ANALYSIS <i>Break down knowledge into parts and show relationships among parts</i>	SYNTHESIS <i>Bring together parts of knowledge to form a whole and build relationships for new situations</i>	EVALUATION <i>Make judgments on basis of given criteria</i>
Define List Recall Name Recognize State Repeat Record Label Arrange Duplicate Match Memorize Order Relate Reproduce	Discuss Describe Explain Identify Translate Restate Recognize Express Locate Report Tell Convert Distinguish Estimate Indicate Select Sort	Compute Demonstrate Illustrate Operate Perform Interpret Apply Employ Use Practice Schedule Sketch Prepare Modify Predict Extrapolate Manage Choose Solve	Distinguish Analyze Differentiate Compare Contrast Categorize Appraise Calculate Test Diagram Inspect Question Relate Solve Examine Classify Deduce Outline Inventory Experiment Discriminate	Diagnose Propose Design Manage Hypothesize Summarize Compose Plan Formulate Arrange Assemble Collect Construct Create Organize Prepare Modify Invent Generate Set up Synthesize Write	Evaluate Assess Justify Appraise Rate Revise Score Select Choose Estimate Measure Argue Decide Criticize Attack Defend Judge Predict Support Value

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Program Proposal Submissions Staff Contact List

For updates or questions for an individual the ALA Unit, please contact the staff members listed below, for technical support, please email confs@ala.org

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